

Institute of Continuing Education

# International Summer Programmes

100th Anniversary 1923 – 2023



## **International Summer Programmes**

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# Contents

Welcome to the story of a venture that actually dates back more than 100 years. That may only be a fraction of our parent University's 814-year-old record, but it is a remarkable achievement, nonetheless.

'Overseas students' were already coming in significant numbers to the Summer Meetings of lecture series here well before 1900. Whether the organisers of the first exclusively 'international' Summer School in 1923 thought that this venture - improved, adjusted, adapted, expanded - might run for 100 years or more, we cannot know. But we can applaud their vision in establishing the event and hope that they might approve of what we have built on their foundation.

As always, it is the people - participants, teachers and staff - who make the programmes what they are, and whose joint enthusiasm has ensured their continuation. This booklet brings together history, reflection and stories, in celebration of the first 100 years of our International Summer Programmes.

**SARAH J ORMROD,**

Director of International Summer Programmes  
and Lifelong Learning (1995 to present)

Introduction	p4
The Summer Programmes in context	P6
The beginning of the Summer Programmes: a brief history	P7
The 1890s to 1922	p7
1920s: 'A Summer Course for Foreign Students', 1923	p7
The 1930s to 1970s	p12
1980s to 2012: Vacation Course to International Summer Schools	p13
The past 10 years: triumph, turmoil, and triumph again!	p14
The Summer Programme today: a snapshot of 2023	p17
Our teaching staff, Our Academics have their say	p19
The College connection	p35
Behind the scenes, The Summer Programmes team stories	p39
Cambridge Student Assistants	p41
Extra-curricular events: the social side... then and now	p44
Institutional contacts: the history of collaboration	p47
Our lifelong learners, Fond memories of past students	p53
Why choose <i>our</i> Summer Programmes?	p58
And why do the Course Directors do this...?	p59
A sense of place and inspiration	p60
Our own version of the 'Cambridge phenomenon', First impressions	p61
Students' recollections of their teachers	p64
What the Summer Programmes meant to me	p67
Coming back for more: our many 'Returners'!	p69
Changing perspectives	p71
Moving online: the Virtual Festival years	p72
Re-visiting student life, later in their careers	p73
Helping with course and career choices	p75
What did you get out of your experience?, Tales of the unexpected	p78
Launching the 100 Patrons+ campaign	p80
Support for Ukrainian students	p81
Our bursary students' stories	p82
On study, achievement and passion for new subjects	p84
On learning for life, On friendships	p88
On personal growth and awareness, What surprised me...	p94
Changing the world, one summer at a time	p97
A life-changing experience for our students, And some of our lecturers	p98
In memoriam – fond memories of past lecturers	p101
Courses and Course Directors, Summer 2023	p102
Thanks and Acknowledgements	p106
Notes, Image credits	p107

# 100th Anniversary 1923 – 2023

## Introduction

This booklet celebrates the 100th anniversary year of the University of Cambridge International Summer Programmes. The first 'Summer Course for Foreign Students' took place in 1923, in the 50th anniversary year of our parent organisation, one of the world's first departments of Continuing Education. Milestones such as these need to be marked: they have been reached as a result of the dedication of our staff, the commitment of our teachers and the continuing enthusiasm of generations of students. As we reach this centenary, we can not only reflect on where we have come from, but – through the testimony of generations of participants – remember why we have made the journey.

Our mission is to make the Summer Programmes as accessible and affordable as possible (while remaining fully self-funding), so that the broadest possible range of people can experience something of the University's teaching. We continue to provide globally-recognised programmes, and strive to create a stimulating and supportive learning environment for adults from all walks of life and all corners of the globe. This short booklet inevitably must necessarily select only a few snapshots from our 100-year history, but it helps us to mark – and celebrate – what we have achieved, together.

The range and depth of knowledge shared across a period of 100 years is daunting: countless thousands of fascinating courses and individual talks given by countless hundreds of academics, some whose names grace the spines of definitive works, some who are remembered in the names of buildings, and others – many of the brightest and best living on in the tales of the students they taught.

As always, it is people who make the programmes, so it is fitting that the contributions of past programme participants, teachers and staff form the foundations of this booklet. Much of the early history of the Summer Programmes is drawn from research which first appeared in our 90th Anniversary booklet, but bears repeating – and in many cases is even more relevant to the most recent events.

It has been my privilege to work for the International Summer Programmes for more than one-third of their history: over 35 years.

The first 65 years of their history is known to me only through excerpts and quotations, records from people who must, sadly, almost all be long departed. But the multitude of my personal recollections from every summer since 1987 has been woven into a richly-coloured tapestry of faces, voices, course titles, 'challenges' and triumphs... thousands of threads linked, as Amy Webber (Summers 2012 and 2013) put it, by "a string that joins all of us who have attended University of Cambridge's Summer Schools". My recollections are a tiny part of the programmes' history: the many individual voices of past and continuing students, lecturers, student helpers, bursary recipients and accompanying faculty meld across the years into a great chorus of recollection and – thankfully – appreciation.

We have printed as many stories as space permitted, as the best reminders of the value and impact of our programmes. More stories continue to appear on our website. We hope you will enjoy reading these reflections on the first 100 years of the International Summer Programmes.

**SARAH J ORMROD**, Director of International Summer Programmes and Lifelong Learning (1995 to present)



# The Summer Programmes in context

## The Institute of Continuing Education

The University of Cambridge is committed to the principle of providing opportunities for lifelong learning. The fore-runner of the Institute of Continuing Education (ICE) was founded in 1873 with the sole purpose of extending the University's academic resources and knowledge to the wider community. One hundred and fifty years on, it has grown from a nation-wide series of lectures open to all members of society, into an award-bearing body and a key provider of continuing education locally, nationally and internationally. ICE offers non-award-bearing and award-bearing courses at undergraduate level and above, including Apprenticeships, Certificate and Diploma courses, and Master of Studies degrees.

## The University of Cambridge

This part of ICE's provision - the International Summer Programmes - involves a remarkably large number of people and makes its own distinct contribution to the life of the University as a whole. The Colleges and University benefit from additional use of accommodation and teaching space. Academic staff drawn from across the University and its Colleges gain additional income, and the experience of teaching diverse and exacting groups of students. A number of Cambridge students each year undertake a whole range of demanding duties as 'Cambridge Student Assistants', roles which often mark their transition from the University to the world of full-time employment. Many, when they apply for such posts, talk about 'giving back' something to the University, and in a very real sense they are helping the University give of itself to others.

**Please note:** Further detail about the history of the Summer Programmes will be included in a more scholarly and detailed history of the 150 years of the Institute by Mark Freeman, to be published later this year.

# The beginning of the Summer Programmes: a brief history

## The 1890s to 1922

The University of Cambridge was one of the first to open its doors to those who were not full-time students, attracting increasing numbers of overseas students to its 'extra-mural' courses from the late 19th century. The then 'Local Lectures Syndicate' was formally approved by the Senate of the University of Cambridge and held its first lectures in 1873, so this year also marks the 150th anniversary of our 'parent' organisation. The Institute's lecture series expanded, and by the 1890s, overseas visitors were amongst those attending 'Summer Meeting' courses. Reports stated that 467 students "took tickets for the Meeting" in 1896, including "69 foreign students, who came from France, Belgium, Germany, Austria, Denmark, Norway, Sweden, and the United States of America"<sup>1</sup>. Students heard plenary lectures on 'The Influence of Greece and Rome on Modern Life' early in the morning, then chose from concurrent lectures in History, Literature, and Science. Until there was a separate provision for overseas students, 'foreign' students attended these Summer Meetings in significant numbers - 101 out of 752 in 1900, 226 out of 565 in 1912 and even a handful from countries 'outside other parts of the British Empire' in the war years of 1916 and 1918.<sup>2</sup>

## 1920s: A 'Summer Course for Foreign Students', 1923

An elegantly simple poster (reproduced on page 9) heralded the first exclusively 'international' Summer School, attracting 122 students from 19 countries, including the Argentine Republic, Estonia, Finland, Latvia and Ukraine. The largest groups came from Holland (33), Sweden (19) and Denmark (13).<sup>3</sup> Their arrival in Cambridge caused much excited comment in the local press throughout the 1920s: the parallel with the developing League of Nations was frequently drawn. The second programme in 1925 was attended by 240 students from 21 countries, prompting an extensive article in the *Cambridge Daily News* of 25 August, which began: "For the past three weeks Cambridge has been giving, unconsciously, an excellent practical demonstration of a miniature League of Nations at work". It continued, "The course for Foreigners naturally produced problems of exceptional delicacy and interest...both lecturers and students appear to have had a keen appreciation of the psychological atmospheric pressure, but the Summer Course has emerged from the ordeal triumphantly, thanks

to the common-sense and desire for goodwill which was manifested throughout by everyone...If the nations of Europe could display and practise the sweet reasonableness that has characterised their individual representatives at Cambridge in August 1925, international problems would stand a fairer chance of amicable solution.”<sup>4</sup>

The ‘Vacation Course for Foreign Students’ (under a heading we would deem inappropriate today, but which title it retained - remarkably - right up until 1983) was a biennial event for several years, but in intervening years there was still a strong overseas presence in the ‘Foreign Students Section’ of the Local Lectures Summer Meetings.

The early Summer Schools already had similarities with present-day programmes: plenary lectures, special subject classes, excursions, cultural activities and evening lectures all featured in the very first iterations in the 1920s. As a student, you might visit the British Empire Exhibition in Wembley, see a performance of *Two Gentlemen of Verona* or listen to a lecture on ‘The League of Nations’.



## A SUMMER COURSE FOR FOREIGN STUDENTS

will be held at

# CAMBRIDGE ENGLAND

FROM

## July 30 to August 17, 1923

IN

# ENGLISH

LANGUAGE, LITERATURE,  
INSTITUTIONS, MUSIC

*Apply to Dr CRANAGE, Cambridge.*

Cambridge: Printed at the University Press

1923 poster to advertise the Summer Course for Foreign Students.



“How wonderful it is that in so short a time we have got to know each other so well!”

AELFRIDA TILLYARD, 13 August 1927



**AELFRIDA TILLYARD**, a characterful and enthusiastic contributor to the Summer Schools in the 1920s, enjoyed them so much that she suggested “summer schools for foreigners should happen all year round”. She leaves tantalising glimpses into the early programmes through her diaries<sup>5</sup>:

“The Summer School for foreigners has begun! I am tremendously thrilled about it - longing for tomorrow to come, so that I may have another class!”  
29 July 1927

“Mr Hickson [one of the tutors, possibly Geoffrey Hickson, Secretary of the Board of Extra-mural studies, 1928-1967]... is tall and looks like a Roman emperor and he said the classes were to be like happy families.”  
29 July 1927

Aelfrida Tillyard leaves us the titles of a number of debates in the 1920s:

“A grand debate ‘That a woman’s sphere is in the home’... The men, on the whole, were more enlightened than I had expected, and the women not anti-men at all...” 3 August 1928

Debate: ‘That Nationalism is only a phase in the progress of mankind’ ... “brought out not only everyone’s best English but everyone’s most idealistic and warm-hearted feelings.” 18 August 1928

Debate: ‘That the world is a better place than it used to be.’ 31 July 1929 [94 years on, can we agree?]

And her description of a 1920s Summer School in progress sounds very familiar: “Yesterday was hectic... There were hundreds of people swelling and eddying about the various rooms of the Arts’ School, all looking very purposeful and most of them happy and elated. I have a very interesting class... Two Czech girls, an Italian girl, ditto man, an Egyptian who had studied law in Paris, a Pole and the rest German men... The lesson went amazingly well.” 29 July 1928

### The 1930s and 1940s

In an uncharacteristically wet 1931, widespread economic depression meant numbers were low, but they rallied thereafter and 1937 saw a record number of students. This success led to hope that “some expansion may be possible in 1939, especially if the international horizon clears in the interval”<sup>6</sup>. Sadly, this was not the case. Despite a determination “to maintain [our] work to the fullest extent that circumstances permit...[since] adult education, in so far as it encourages independent thought, free discussion, and the reading of good books, is of greater importance than ever in time of war”<sup>7</sup>, there was an unavoidable diminution in courses during the Second World War, and yet the courses did continue, in alternate years.

In 1941, both the funding for the course and the students who attended were provided by the British Council. Many of the students attending had been in England for some time as students of other UK universities, or were members of the armed forces. The Admissions Book for 1943 noted with the letters ‘RB’ the names of those students who had submitted their ration books.

In 1947, the Vacation Course was attended by 157 students, and in 1948, it finally became an annual event. Numbers were high - 284 students from 25 different countries. A new initiative was also launched in collaboration with the Law Faculty - a special course on ‘Outlines of the English Legal System’, attended by 59 students. The English Law and Legal Methods Summer School ran right up until 2019.

### The 1950s, 1960s and 1970s

Vacation Courses continued to develop and grow in response to changing interests and demands. In 1950, a special course ‘for Western European University Students’ on ‘Problems of Western Europe’ was arranged during the Long Vacation and 54 students attended from the following universities: Amsterdam, Berlin, Brunswick, Cambridge, Cologne, Hamburg, Lyons, Oslo, Padua and Yale. The Director of Studies was Mr Francis Harry Hinsley, formerly of Bletchley Park, and Official Historian of British Intelligence in the Second World War, later Master of St John’s (1979-1989) and Vice-Chancellor of the University (1981-1983). [It is impressive to note that Professor Sir Harry Hinsley continued to give guest lectures to the Summer Schools until 1996.]

In 1951, some of the lectures were open to the public as part of the Cambridge contribution to the Festival of Britain. In 1952, for the first time, two special seminars in English Literature and English Institutions were added to the Vacation Course on Modern Britain. In 1957, a third seminar (programme) was added in International Relations, in 1960, a fourth in English as a Foreign Language and in 1962, a fifth in English Phonetics. The first programme arranged for IBM managers was run in 1967, and continued up until 1994. In 1967, the Vacation Course (by now, hosting 325 students from 35 countries), was held for the first time on the Sidgwick Site. (2023 will mark 56 years of the Summer Programmes being located on this site!)

Numbers in the 1970s were less buoyant, although the 1972 Annual Report confidently asserts: “Cambridge is like a magnet to the adult student at home and abroad.” The programme provided a survey of contemporary Britain, together with the option to undertake advanced work in special subject classes ranging over eight or nine different subjects.

### 1980s to 2012: Vacation Course to International Summer Schools

Links established with American Universities in the early 1980s became one of the main growth areas for the Vacation Courses, finally renamed the University of Cambridge International Summer Schools in 1983. More Americans now participated in the open-access Summer Schools and in specially-commissioned ‘joint programmes’, tailored precisely to the requirements of the client institution. Some of these bespoke programmes - such as those for Continuing Education students at UCLA, New York University and the University of Texas, as well as the pan-American Cambridge Summer Study Programme - had long runs until economic pressures, staff changes or changes in institutional policy meant that coming to the open-access Summer Schools was a more attractive option. Some of these institutional partnerships from the early 1980s are still sending students today. (See Institutional contacts, pages 47–52.)

The number of students (and institutions) requesting short periods of ‘study abroad’ continued to rise, the more enlightened being keen to attend fully international programmes, which afford the opportunity to be part of a diverse community.

From a curriculum which had an overwhelmingly British focus in its first 60 years, the Summer Schools curriculum broadened, adding to its interdisciplinary core a much more diverse and specialist offering.

We added a second, two-week term of the International Summer School - the direct descendant of the Vacation Course for Foreign Students - in 1985, and followed it, over the next 25 years, with nine new specialist programmes: English Literature (1986), Art History (1987), History (1990), Shakespeare (1994), Medieval Studies (1996), Science (1999), English for Academic Purposes (2008), IELTS preparation course (2008) and Ancient Empires (2012). Cambridge also participated in an intensive Global Summer Programme for the 10 (later 11) member institutions of the International Alliance of Research Universities (IARU) from 2008 to 2018.

Although the main Interdisciplinary Summer School remained popular, more and more students chose the specialist programmes most closely associated with their interests. Each programme needed to be large enough to provide a good spread of courses, and to be cost-effective, yet small enough to preserve a sense of community.

#### **The past 10 years: triumph, turmoil, and triumph again!**

Over its 100-year history, economic depression, the Second World War, the Gulf War, BSE, SARS and unfavourable exchange rates have all taken their toll on enrolment levels for Summer Programmes. But after our 90th anniversary in 2013, numbers had recovered well, and we added new subjects to reflect more of the University's expertise. With a strong marketing drive, numbers grew by 20% between 2016 and 2017, and again by 11% between 2018 and 2019. Summer Schools were renamed Summer Programmes in 2016, to avoid confusion for those thinking the audience was primarily for school age students. Far from it: the programmes continue to attract participants aged 18 to 90+!

By 2019 – the last year before the pandemic - we had re-named the Ancient Empires programme as Ancient and Classical Worlds, and added a Creative Writing Programme (2015) and a Business and Entrepreneurship Programme (2018). We also reintroduced Art and Visual Culture (2018) and ran an in-person Pre-University Programme (2019) for students aged 16-18.

For 2020, we had planned two new programmes: Visions of our Future and Global Challenges. Following the bumper year of 2019 (with almost 1300 enrolments from c.1000 individuals) we watched optimistically as the early application totals for Summer 2020 outnumbered those at the same stage a year earlier. But in March 2020, the threat of COVID and subsequent lockdowns around the globe required a rapid change of plan. With half of the Summer Programmes' team redeployed overnight, remaining staff planned an online version of the Summer Programme, and the Virtual Summer Festival of Learning (the VSFL) was born. The Pre-University Programme also moved online. When it was clear that COVID would not allow for a resumption of in-person delivery in 2021, a two-week Virtual Winter Festival of Learning was put on in January 2021, and a second Virtual Summer Festival of Learning ran in summer 2021. These online festivals necessarily required a new structure: single-subject Summer Programmes would not necessarily be viable, so courses drawn from the list planned for 2020 were all taught in tandem. Many of the lecturers, like the administrative staff team, had not delivered online teaching before, so it was a steep learning curve for all concerned. Just three years on, the world has adapted to 'virtual learning', and yet the hunger for in-person teaching has returned.

Whilst some countries were still preventing overseas travel for their students, others were eager to return. In 2022 we ran a four-week in-person programme, offering 100 courses and attracting 901 week-long bookings from 521 students. It was not an easy return: COVID hit some 30 students out of 521, staffing resource was much lower than in previous summers, we were running the Virtual Pre-University Programme in tandem with the in-person one and record high temperatures in the second week tested patience and disrupted teaching schedules.

The Programme has had to change and adapt more in the past four years than in the previous thirty: it has taken perseverance and imagination to find a way through. Recovery (in terms of numbers) is not yet complete, and we will need to review the scope and scale of the programme offer. But the delight in being part of an 'in-person' programme last summer was palpable. We were back!



“The professors were, by far, some of the best I have encountered and trust me, as an eternal student, I have had a fair few.”

LEIGH COCKRILL

## The Summer Programme today: a snapshot of 2023

For 2023 the Summer Programme has retained the 2022 format: four weeks of courses, each lasting one or two weeks, and with each student taking a morning and an afternoon course.

Some 75 different lecturers will contribute one or more of over 110 five- or ten-session courses. Over forty senior guests (from within the University of Cambridge and from farther afield) will contribute to our series of plenary lectures.

Each year’s fascinating list of courses and plenaries is a result of a delicate balancing act: matching the teaching strengths, passions and availability of our Course Directors with student demand. This year’s list tackles subjects as diverse as: *Foundations of Finance; Immunology and infection: a beginner’s guide; Writing fiction for children; Making sense of international migration; The science of happiness; Understanding our planet; Traders, abolitionists and campaigners – Britain and slavery, 1700-1900; The fantastic word of Ovid’s Metamorphoses; The catastrophic 14th century* and the more contemporary *World order under stress*.

The full course list with the names of those teaching in 2023 appears on pages 102–105.

The students will be housed in one of four Colleges: Selwyn, Newnham, St Catharine’s and Queens’. A number also elect to be non-resident, either because they are local, or have booked to stay in other accommodation.

Teaching will take place (as it has done since the late 1960s) largely on the Sidgwick Site, but with some sessions taking place in galleries and museums.

Teaching sessions will be augmented this year by Welcome receptions, tea and scones in Newnham College gardens, two concerts, and two garden parties at Maddingley Hall.

# The scale and scope of the current programmes

## Who are our (current) students?

Despite the fact that we have not yet fully recovered to pre-pandemic enrolment levels, the student profile has not changed radically in the past 20 years. There has been a slight shift towards higher numbers from European and 'Rest of world' students, as more students from these countries find out about our programmes and travel more. These are the statistics in 2023, at the time of printing:

51,000+	Estimated number of Summer Programme and Festival students enrolling since 1923, for countless individual course weeks and courses
25%	Proportion of participants who are 'returners'
40%	Proportion of participants who are current undergraduate or graduate students
c.41%	Proportion who are in employment (including academics and teachers)
240+	Students helped by scholarships (bursaries) up to 2023
40	Classes/talks taking place on any given day in the summer
115	Summer Programme courses on offer in 2023
c.60	Countries represented in 2023
16–18	Age range on the Virtual Pre-University Programme
18–88	Age range on the International Summer Programme

Over the years, 52 US states have been represented and, barring Andorra and the Vatican, probably all European countries. Asia and Australasia have been well-represented. We would like to see more participants from Africa and South America. The most diverse population for any one programme was, perhaps, the Silk Route Programme held at Madingley Hall in 2012: just 31 students represented 15 countries and five continents, and between lecturers and students, the age range straddled nine decades.

Our oldest students have been in their 90s, as was our oldest guest lecturer: maturity is no barrier to life-long learning! The farthest any student has travelled to attend the programmes is from New Zealand, the closest is from central Cambridge. The most members of a family who have attended a programme at the same is four, so far!

# Our teaching staff

In the 1920s, F R Leavis was among the lecturers for the Summer Schools, and many distinguished academics have contributed to the programmes over the past 100 years.

## The Plenary Lecturers

Plenary speakers are experts in their field, at the forefront of writing and research. Three collections of selected Summer School plenary lectures have been published in hard copy: *Cambridge Minds* (CUP 1994), *Cambridge Contributions* (CUP 1998) and *What matters?* (Arts and Humanities in Higher Education 2005).

### Plenary speakers – some recollections of giants

A long association with the Summer Programmes has afforded a few of us with direct recollections of numerous prestigious guests on the plenary lecture series. Sir Maurice Wilkes, a computer science pioneer who helped build the first full-sized storage programme computer, EDSAC (the Electronic Delay Storage Automatic Computer) used it to determine the structure of myoglobin, for which he won a Nobel Prize for Chemistry in 1962. He would have been over 80 when he gave a plenary for us, and some of the younger members in the audience giggled rudely as he shuffled on to the stage. Within two minutes they sat enthralled! Professor John Gurdon spoke every year for 8 years for us about his research on stem cells: he would frequently refer to his colleague Shinya Yamanaka being awarded the Nobel Prize for Physiology of Medicine for this work in 2012, but seldom mentioned that he was the joint winner of this prize. Professor Didier Queloz spoke for us in 2016: three years later he too won a Nobel Prize, in Physics.

In the late 1980s and early 1990s, those who had contributed actively to code-breaking, SOE and other missions in the Second World War talked to our students in the summer, too, giving first-hand accounts of events known otherwise only from the history books.

Sir Jonathan Bate contributed courses on Shakespeare early in his academic career. The former Archbishop of Canterbury and later Master of Magdalene College, Rowan Williams, spoke to the Summer Programme

audience in 2017: Baroness Hale of Richmond spoke to the English Law and Legal Methods Programme every year for many years. Dame Janet Suzman spoke to the Shakespeare Programme in 2016. Much has – sadly – changed since Professor Dame Jane Francis first spoke to the Science Programme on climate change in 2017. Author and broadcaster Kate Adie spoke on two occasions in the mid 2000s. Always popular were Professor Christopher Andrew's talks on Cambridge spies. Dr David Starkey's talks were always controversial, but he was an consummate after dinner speaker. Professor Sir Colin Humphreys charmed the plenary audience on so very many occasions with the latest developments in materials science... an early talk on LEDs now seems a lifetime ago. Sir Tony Brenton, former British Ambassador to Russia approached us about offering some talks back in 2011, and has been a very popular contributor to courses and plenary sessions ever since.

### Plenary Lectures in 2023

In 2023, over 45 plenary lecturers will be given by leading scholars from Cambridge and beyond. Speakers for 2023 are set to include: The Vice-Chancellor, Professor Debbie Prentice; Pro-Vice-Chancellors Professor Kamal Munir and Professor Bhaskar Vira; Patrick Maxwell, the Regius Professor of Physic; President of Wolfson College, Professor Jane Clarke; Sir Tony Brenton; Professor Sir Mike Gregory; and Professors Mark Bailey, Mark Goldie, David Jacques, Chris Smith, Michelle Brown, Paul Cartledge, Tim Minshall and Susan Robertson, along with many other prestigious speakers.

Talks will cover subjects as diverse as AI, anniversaries, astronomy, Brexit, code-breaking, comedy, creative writing, economics, free speech, insect conservation, lifelong learning, manufacturing, Neolithic circles, pageants, plants and fungi, pluralistic ignorance, precision medicine, and the war in Ukraine.

### A two-way impression

Although they often only give one lecture per summer, we are very much aware that our speakers can have a profound impression on the students who hear their talks. We point out to the students, however, that an audience can also have an effect on the speaker. Some of our plenary lecturers have sent us their reflections on the experience of speaking for us:



"It was such a pleasure to lecture to such fabulous students, of all ages, from so many different countries. They were clearly both learning and having fun, which is just as it should be!"

PROFESSOR SIR COLIN HUMPHREYS



“That evening is one of the most treasured memories of my lecturing life.”

PROFESSOR STEFAN COLLINI

I've always enjoyed giving plenary lectures to the Cambridge International Summer School, not least because it ensures a lively and responsive (and always large) audience, but also because, either in the public Q and A period after the lecture or more privately afterwards, there are likely to be unexpected questions, especially questions which remind you of the different ways in which what you've said might be taken according to the different perspectives of members of the diverse audience the Summer School attracts. In my time, most of these lectures have been given in the great sounding cavern that is the Lady Mitchell Hall – not, it has to be said, a venue that makes for intimacy or encourages a sense of occasion. But one year, due to some pressure on room bookings, the only available space for my lecture was the Senate House. As it happens, I was that year lecturing on ‘the idea of the university’, mostly with reference to John Henry Newman's classic text, and it seemed that there could be no grander or more appropriate setting in which to broach such a theme.

When I started my lecture, the sun was still streaming through the upper windows of the building, playing magic lights on the glorious plaster ceiling. But as the lecture went on, darkness fell; no lights were on in the main part of the building, and so the only light was that on my lectern. All the audience could see was my partly-illuminated face and then the increasingly dim outlines of the magnificent building all around; all I could see were the shadowed shapes in the first few rows. I wish I could say that I gave a suitably brilliant lecture, but the truth is that it was this chance intersection of subject, place, and time of day that produced a rapt, hushed, and exceptionally resonant atmosphere. I do remember feeling a peculiar sense of obligation to try to live up to the specialness of the moment, and as I read one or two long quotations from Newman I was grateful that his ornate yet silky prose seemed so perfectly adapted to the setting. It's probably a bad sign, in general, when it's the lecturer (rather than the audience) who remembers being moved by the occasion, but I have to say that that evening is one of the most treasured memories of my lecturing life. **PROFESSOR STEFAN COLLINI**

# The Programme Directors

It is testament to their dedication and commitment that the number of changes in our Programme Director team from c.1985 to 2020 was relatively small. These dedicated few worked with us to devise the courses and plenary lectures for their special subject programmes, drawing on long-standing contacts with their senior academic peers, and knowledge of the current trends and rising stars in their field to secure the best speakers and maintain a balanced curriculum. All Programme Directors also taught on their programmes and chaired the plenary sessions, building up a following among the returning students, and helping to keep enrolments buoyant.

The list below gives the names of those who have acted as Programme Directors for us in the past 25+ years:

Interdisciplinary Terms I, II, III	Chris Barringer, David Buck, Martin Horrox, Richard Mason, Sarah J Ormrod
Science	Lynne Harrison, Miranda Gomperts, Rob Wallach, Ed Turner, Erica Bithell, Tom Monie
Literature	Jem Poster, Charles Moseley, Fred Parker, John Lennard, Jenny Bavidge
Shakespeare	Charles Moseley, Catherine Alexander, Fred Parker
Creative Writing	Jem Poster
History	Mike Sewell, Rosemary Horrox, David Smith
Medieval Studies	Rosemary Horrox, Rowena E Archer
Ancient and Classical Worlds	Justin Meggitt, Jan Parker
English Law and Legal Methods	Roderick Munday
Art History	Nicholas Friend (an unbroken run from 1987 to 2012)
Visual Arts and Culture	Lydia Hamlett
Business and Entrepreneurship	Andrew Hatcher
Pre-University Programme	Harriet Lyon
Virtual Pre-University Programme	James Grime
IARU Global Summer Programme	Rob Wallach, Sir Tony Brenton, Tom Monie



“It might be summer time but the students work hard! We undertake almost a term’s worth of material in a week.”

DR JENNY BAVIDGE

# The Course Directors

'Course Director' is the term used for those who devise and teach one or more of the individual courses. They are - unsurprisingly - the people our students remember best. They are chosen from a large panel of experienced lecturers, already well-accustomed to giving supervisions and lectures to undergraduate, graduate and – in many cases – adult students.

## Contributors with 20+ years 'service' to the Summer Programmes

Many of our most popular lecturers and speakers regularly contributed talks and courses over a sustained period of time. This would have been true of the early years of the programme. More recently these include, but are not limited to:

Dr Rowena E Archer	Medieval History
Simon Browne	Literature
Max Beber	Economics
Piers Bursill-Hall	History of Science
Dr Robin Catchpole	Astronomy
Professor Simon Conway-Morris	Palaeontology
Dr Corinne Duhig	Egyptology/Forensic Archaeology
Dr Stewart Eames	Literature
Nicholas Friend	Art History
John Gilroy	Literature
Professor Mark Goldie	History
Sian Griffiths	History and Art History
Caroline Holmes	House and Garden History
Dr Rosemary Horrox	Medieval History
Ulrike Horstmann-Guthrie	Literature
Professor Sir Colin Humphreys	Materials Science
Major John Jackson	Politics and International Relations
Dr Nicholas James	Landscape History, Ancient & Classical Worlds

Dr Seán Lang	History
Dr Johnny Lawson	Psychology
Dr John Lennard	Literature
Dr Alex Lindsay	Literature
Dr Stephen Logan	Literature
Dr Graham McCann	Political Theory
Elizabeth McKellar	Art History
Dr Rod Mengham	Literature
Dr Paul Millett	Classics
Revd Professor John Morrill	History
Dr Charles Moseley	Literature
Dr Roderick Munday	Law
Dr Douglas Palmer	Geology
Dr Fred Parker	Literature
Dr Jan Parker	Classics
Dr Richard Partington	Medieval Studies
Professor John Pollard	History
Professor Jem Poster	Literature/Creative Writing
Dr Richard Rex	History
Professor Nigel Saul	Medieval History
Dr Mike Sewell	History
Professor Stuart Sillars	Literature
Dr David Smith	History
Dr Paul Suttie	Literature
Dr Philip Towle	International Relations
Clive Wilmer	Literature
Dr Francis Woodman	Architectural History
Richard Yates	Politics

# Our Academics have their say

## The Programme Directors

The recollections below characterise the level of enthusiasm the Programme Directors invested in their programmes:

I first taught on the Shakespeare Summer School in 1999 at the invitation of Dr Charles Moseley. I have strong memories of the students: from the USA, South America, Europe, Australia and New Zealand, many with English as a second language, and with different experiences and expectations of further/higher education (and of Shakespeare). I remember navigating my teaching style to accommodate those who simply wished to be told things and those who wanted to discuss ideas.

When Charles retired as Director I was privileged to take over from him and was keen that the Shakespeare course content should reflect performance as well as text, and to that end was able to involve professional actors and musicians in the programme. Ian Hughes, for example, did a memorable practical session on Hamlet and Vivien Heilbron has become a regular contributor. She and her husband, David Rintoul, presented a wonderful evening of Shakespeare scenes.

I recently came across the notes for my final summer school lecture in 2018 on Shakespeare and Religion (I'd retired as Director a couple of years before) which prompted me to think about the whole Cambridge experience and I realised that what I'd valued most were the people. Sarah Ormrod, the overall Summer School Director, was a remarkable leader, organiser and administrator (and a gifted artist) and her team at the Sidgwick Site were a terrific support when I needed technical assistance.

The programme depended on the team of reliable and adaptable Shakespeare teachers and Alex Lindsay was a stalwart in that regard as well as particularly knowledgeable on 18th century literature. I was lucky enough to invite some world-class Shakespeare scholars to speak to us and I remember particularly Brian Vickers and the late Catherine Belsey and Russ McDonald, all gifted communicators and so skilled that they made lecturing look effortless.

For almost twenty years I was able to spend two or three weeks in Cambridge with some of the most interesting people one could hope to meet. It was demanding work but a most satisfying part of my career.

**DR CATHERINE ALEXANDER**, (Course/Programme Director Shakespeare, 1999-2018)

I find the students remarkably varied and interesting to work with... They engage with a range of courses in ways that are fascinating because they bring such a variety of perspectives to bear on the subject-matter. I am impressed by how many students return year after year and also pleased that we see so many new faces each year. Working on these Programmes have given me some of the most rewarding experiences of my teaching career. **DR DAVID L SMITH** (teaching on the programmes for 30 years, Programme Director for History, 2005-2019)



I always enjoy meeting new students and welcoming 'returners' back into my classroom. It's an enormous pleasure to encounter texts I've taught many times with students who come to them with such a variety of live experiences and learning contexts. It might be summer time but the students work hard! We undertake almost a term's worth of material in a week. I

love the free-wheeling discussion at the end of the more structured parts of class too, when students share their other reading and responses to what we're reading. I have particularly enjoyed teaching a course on fairy tales and folk tales with Summer Programme students. Because students come from around the world, we're able to compare and contrast our alternative national versions of the same story-shapes. We've discussed the various fates of Red Riding Hood depending on where her story is told, thought about our country's superstitions and ritual blessings and curses, and how a 'forest' might feel like a very different environment depending on whether you're from Brazil North America, Britain, Norway, Japan...

**DR JENNY BAVIDGE** (teaching on the programmes since 2012, Joint Programme Director for Literature, 2014-2019)

## The Course Directors

Many Course Directors contribute over a period of years, and some continue to participate even if their career has taken them away from Cambridge. Fitting the preparation and teaching into summers already bursting with other commitments is not always easy, but many are willing to do this, and find motivation each year to keep teaching on the Summer Programmes:



It's always a joy to teach students from different countries and cultures - they bring a mixture of fresh perspectives and a genuine thirst for learning which makes teaching them a treat... On the Summer Schools you rediscover all the enthusiasm and intellectual curiosity that turned you to the joy of learning in the first place.

**DR SEÁN LANG** (teaching on the programmes for over 20 years)

Every year, and every group, comes with its own surprises. Discovering, for example, that among your class is, say, a former High Court judge, or a humanitarian aid volunteer, or an accomplished artist or business executive, as well as several bright and highly-motivated young students and one or two people who are finally seizing on the time and opportunity to pause and reflect and explore things and themes that other responsibilities had previously denied them, certainly makes one think in new and more imaginative ways about how best to convey information so as to engage all of those present. Each group teaches you while you teach them. **DR GRAHAM McCANN** (teaching on the programmes from 1986 to the present)



When I was asked to step in for another tutor on the Summer Programme who had been taken ill, and I plunged in! By the end of the week I was thrilled to find such an enjoyable teaching experience and couldn't wait to do more. The following year I taught three courses and loved every minute. Through the Summer Programme I have found a new enthusiasm for my subject

and have the pleasure of keeping in touch with students from far and wide. It has inspired me to widen my own research and constantly find new ways of approaching literature. I am thrilled to be on this journey.

What I have enjoyed most is the enthusiasm of the students and the freedom to teach without the constraints of an exam-led syllabus. Discussion sessions have been hugely enlightening - for me and the students - because the sharing of ideas and perspectives is the most fertile ground for developing insight into a literary text. I have also loved the feeling of being part of a team and I am most appreciative of the supportive environment created by the ISP team. The social side is wonderful too! **DR CLAIRE NICHOLSON** (teaching on the programmes for 8 years)



At its best teaching is storytelling, and where better than to tell the story of evolution through natural selection than in Cambridge University, Charles Darwin's alma mater and where DNA's structure was discovered. The molecule archives life's ancestry, and my teaching tells evolution's story through the melding of life's history with systems biology and the biology of molecules.

My evolving journey began in Leeds where, as an undergraduate, my tutor introduced me to the ideas of Walter Garstang, professor of Zoology in the early 20th century and proponent of revolutionary ideas in evolutionary theory - ideas generally unknown and largely unsung, but that now potentially significantly add to the tapestry of evolution's unfolding story. ICE provides the opportunities for these stories to be told to students from across the world. Would Darwin be pleased? I think so.

**DR DAVID APPLIN** (teaching on the programmes since 2019)



One personal achievement with students is when they develop a critical and analytical approach. As an introduction I ask that when in class don't hesitate to ask me why, and then use that questioning to develop discussions in your essays. To my joy, one Malaysian student took this advice and wrote an original and insightful essay exploring our

different (horti)cultures. I find 'field trips' towards the end of the course offer a perfect contrast in every sense, it may only be walking the Sidgwick Site and no further than Cambridge centre. One year in King's Chapel there was an exhibition of Chinese poetry including one celebrating plants: one Chinese student knew the work and delighted in how the translator had captured the sense in a way that made her revisit her own understanding. On a lighter note, English ... when describing a game larder in the landscape I asked if everyone knew what a larder was? Without hesitation an American voice said it's a type of beer...

**CAROLINE HOLMES** (teaching on the programmes since 2008)



It used to be called 'the Summer School'; I still think – and sometimes talk of it – as that. I first taught a course in 1993, and I've done so almost every year since. Way back then, I was a freelance lecturer and writer, so the income from a couple of three-week courses at a time of year when work is thin on the ground was more than welcome. But that was not the

only reason for my persistence. I enjoyed and still enjoy this teaching – for the many delights of Newnham in summertime, for some lively intellectual stimulation and the company of like-minded colleagues, but above all, for the students – such interesting people, mostly, and such an interesting mix. Cambridge lecturers are proverbially lucky; it is not hard labour to teach small groups of talented young people well-trained in one's discipline. But a class of, say, twenty people from several continents, varying in age from 18 to 85, many of them without any experience at all of literature as an academic subject, is quite another thing. It may be challenging but, when it means bringing those different people together as a new academic community it can be exceptionally gratifying and, inevitably, one learns from it oneself.

But of course, there are groups within groups. I remember in particular a set of people, mostly in late middle age but some of them older, who came back year after year, socialised with one another in Cambridge, became friendly with their teachers, visited one another in their own countries at other times of the year. They came from Australia, Brazil, Italy, Japan, the United States and several other countries; they were humane, intelligent citizens of the world, ready to have new thoughts about life – in a foreign country and, for some, in a foreign language – at the ages of 60 or 70 or 80. Some of these 'students' are now too old to travel, one or two have died, but a few still come back year after year and, though it cannot be said that the group still exists, they survive in my mind – and no doubt, for those still alive, in their own minds – as a sort of Platonic ideal of what it is to be educated. **CLIVE WILMER** (teaching on the programmes since 1993)



The rate of discovery in astronomy over the last 20 years, means that I can give the same course every year but the contents will be significantly different from year to year. Astronomy is rich in wonderful images. In over twenty years I have seen a huge improvement in display technology from slide projectors requiring the darkest

possible room to the wondrous colours of today's flat screens that can be viewed in daylight conditions.

**DR ROBIN CATCHPOLE** (teaching on the programmes since 1988)



Teaching at the ICE has been particularly interesting, for two reasons. First, the students are very diverse, from pre-university to retired, and from a very wide range of countries and backgrounds. Second, the ICE offers the opportunity to teach courses over an intensive period. This is different from 'normal' university teaching, which is spread over many weeks

or even months. I've enjoyed some great discussions with the students in and after class, especially in the Hall and at the tea and scones events.

**DR CALUM NICHOLSON** (teaching on the programmes since 2019)



“In the summer... we wore summer frocks... and hats, always hats...”

M E GRIMSHAW, 1923

## The College connection

The first students were accommodated in Selwyn and Newnham Colleges. One hundred years later, we are still housing Summer Programme students in Selwyn and Newnham. Over the years, our programmes have also been housed at Churchill, Clare, Downing, Emmanuel, Fitzwilliam, Girton (Wolfson Court), Gonville & Caius, St John's, Trinity, Trinity Hall and Wolfson. The College connection is strong for our students, and many first-timers and returners form a strong attachment to 'their' College:

### Newnham in the 1920s

Academic life for Newnham's (all female) students took place against a backdrop of propriety:

“In the summer, which always seemed to be hot and sunny, we wore summer frocks and white cotton stockings and white shoes, and hats, always hats...”<sup>8</sup> M E GRIMSHAW (1923)

“We were forbidden to go to lectures, or into the town at all, without hats. We might go hatless for county walks or bicycle rides, but there was a definite demarcation point, somewhere near the Newnham end of the Silver Street bridge, at which town was deemed to have begun, and there we must stop and cover ourselves decently before proceeding further...”

“To go without stockings was unthinkable, even in Summer in the garden.”<sup>9</sup> S KEITH-WALTERS (FAWCETT) (1925)

### Selwyn in the 1920s

For those who comment that College living is not as luxurious as they had hoped, spare a thought for the (all male) undergraduates in the 1920s whose studies at Selwyn - then surrounded by fields on the edge of town - took place against a backdrop of hip baths in the bath house and oil lamps in their rooms.

“It was the general amenities of the College that were so primitive... No electric light, no central heating, no bathrooms and central lavatories behind the Hall and Kitchen.”<sup>10</sup> A P Mc ELDOWNEY

“When I came as a Fresher in October 1923 electric light was just being installed on the staircases and we were advised to have candles readily available.”<sup>11</sup> FRANK WOODWARD

## The Colleges always have a big impact on our students:

...I pursued a course on Crises in World Politics since 1945. Though I was only 23, those 25 days I regard at the time as the most memorable of my life. Although my course was extremely insightful, it was the non-academic experience I would like to reflect upon. Let me start with Selwyn... From the moment I entered it till I left, which indeed was a really sad moment, I was just in awe of it. I can never stop telling my friends back home after a Harry Potter movie, how I was fortunate enough to dine every day at a hall which looked exactly like it. Though dinner at 6 was a little unusual, it was arguably the best part of the day.

**ADITYA SARIN**, India (Interdisciplinary Programme, 2009)

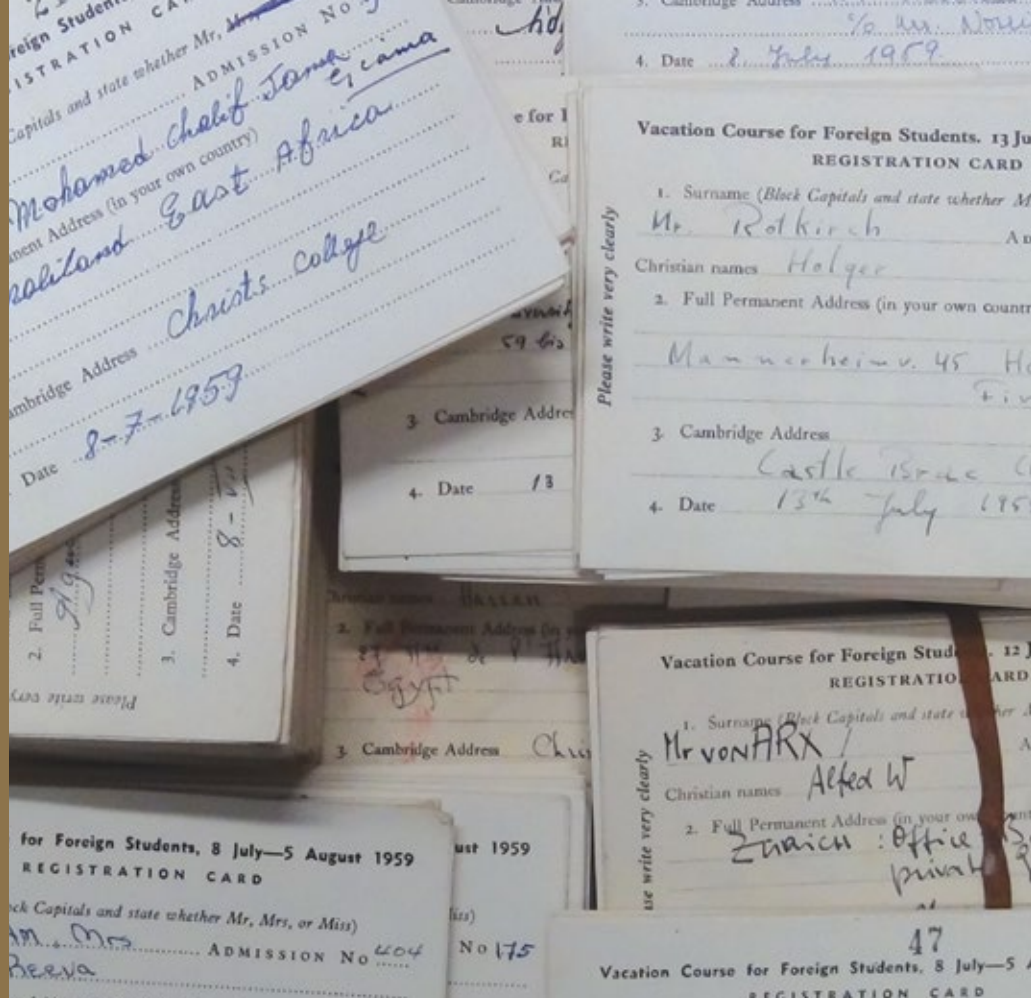
The experience of attending the Cambridge institution and being able to stay in Queens' College - the buildings and history at Queens' College was the highlight of my trip. We had dinner in the old dining room and being able to walk around the impeccable grounds and visit the old buildings was priceless. I also enjoyed visiting the city of Cambridge and the history and beautiful architecture. In hindsight I should have chosen courses that were more of a historical nature. These would have added more to the overall experience. **ANTON WILLIAMS**, South Africa (Business and Science, 2022)

My daughter attended the four-week summer session in 2005 and I flew over to visit the last two days of her session. The Florida sponsor, Ben Wiley "hounded" me to go (in a fun way) and at the age of 52 I did the two week summer session in 2008 and again in 2010. Ben said I need to "taste the water of Cambridge." I have twice, and will again. When I am stressed or can't sleep, I put myself in the dorm in Selwyn overlooking the green courtyard and then in my mind run the Grantchester Meadows down to Grantchester and back. Still after not having physically been to Cambridge for three years, I visit it almost daily. "Tasting the water of Cambridge" was amazing and I believe it changed the life of "an old guy" like me more than it would a "young college kid." **DAVID THOMPSON**, USA (Interdisciplinary Programme, 2008 and 2010)



"Let me start with Selwyn...  
From the moment I entered it till I left...  
I was just in awe of it."

**ADITYA SARIN**



“Planning and accurate record-keeping is crucial! It takes more than 12 months to prepare for every programme.”

SARAH J ORMROD

## Behind the Scenes

Making sure the Summer Programmes run smoothly is a complex and never-ending task. We're 'putting on the show' on a daily basis for the 5-6 weeks of each summer, but work goes on behind the scenes all year round. We are constantly on the go: ensuring enquiries are answered, relaying course materials from lecturers to students, planning excursions and arranging teaching room space. 'Go-live' day for applications, webpage launches, timetable and handbook production are key milestones, all requiring fanatical attention to detail for weeks - sometimes months - beforehand. This is nothing new: ledger-books from the 1920s recorded excursion sales and course bookings line by line, and in perfect copperplate hand-writing. Our lists are all electronic now, but just like our 1920s predecessors, we're registering choices and arrival dates, sharing information, and working to build the academic programmes. As in any big production, there are a great many hours of work behind the scenes. The reward comes when everything goes to plan, and everyone (students, academics, accompanying faculty and the administrative team behind it all) enjoys the show!

## The Summer Programmes team stories

Sharing Cambridge with those who would not normally have the opportunity to study here and then seeing the magic happen, is one of the things I love most about my job. Learning is for life and it's a real privilege to be able to offer students of all ages and backgrounds a slice of something so special. Excellent teaching, a supportive environment and peer to peer learning are all things we pride ourselves on.

Running such an important event like the University of Cambridge International Summer Programme takes a huge amount of work and planning from the team. It's wonderful to see it all fall into place when we open the doors once again and the students flood in.

CLAIRE HENRY, Head of Academic Centre Administration (2009 to present)

Over the (very nearly) 20 years I've been involved with the Summer Programmes, from planning and running excursions to setting up the VLE for the Summer Programmes and the Virtual Pre-University Programme, I have worked on many projects. Throughout those years, I've predominantly worked with the academics, ensuring the delivery side works well. For several years, I worked on the Visual Arts Programme. I continue to set up and run a small programme at Madingley each spring. It is a busy role, but when the Course Directors, Plenary Lecturers and students all appreciate it, it's more than worthwhile.

**EMMA WHYBROW**, Head of Academic Centre Administration (2003 to present)

I started working for the International Summer Programmes back in November 2018 and although the first year was a very steep learning curve to fit into a well-oiled machine, the sense of fun and companionship the close-knit team had, made a big impression. This translated to the effect it had on the students in the summer, both new to the programme and repeat returners. It never ceased to amaze me how fortunate we were to be the vessel in which many students made lifelong friends while reigniting their love for learning.

Although the pandemic years were challenging for us as a team (including several members being redeployed elsewhere in the Institute), it was always a joy to see familiar faces contacting us and staying with us year on year as we tried to navigate the ever-changing landscape. Thank you to all for sticking by us, as you were definitely part of the reason that kept us going.

The highlight of my year is the Registration Sundays (yes, really) as I finally get to see the faces of the people (again) with whom I will often have been corresponding with for up to six months beforehand.

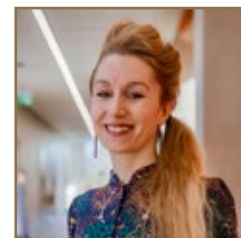
Now, with our newly re-formed team, I can't wait to see what the next few years have in store for the team!

**SUZZY KÜHNE**, Academic Centre Coordinator (2018 to present)

## Cambridge Student Assistants

The sheer scale and complexity of the Summer Programme operation means that the permanent team need more administrative and pastoral help when the programmes are in progress. Every summer we employ current Cambridge students to be our front line of assistance in the Summer Programmes offices and the Colleges. They were known as Resident Tutors for many years, then as Resident Assistants, and are now Cambridge Student Assistants, or CSAs for short. The one thing that has not changed in many years is our requirement that when on duty, they all wear tomato-red T-Shirts or polo shirts, so that they can be identified easily across the teaching site, in the office, at dinner and on weekend excursions.

CSAs can help to turn a good experience into a great one for the students in their care, and are always cheered loudly at the end of the programme, in recognition for the work they do. In turn, many chalk up valuable experience for their next career move...



At the end of my time as an MPhil student at the Faculty of Divinity, I had a fantastic time working as a Resident Assistant on the Cambridge International Summer Schools Programme. It was great to welcome visitors from across the world to study with us on an interdisciplinary course, to learn about their motivations for further study, and to introduce them to Cambridge in all of its strangeness and brilliance. I even got to learn a great deal myself, including on memorable field trips to Canterbury Cathedral, and to see *As You Like It* performed in Stratford-Upon-Avon. It was a summer I look back on fondly, not least because I was part of a team who were full of camaraderie and verve. Today, I am still in Cambridge, and having completed my PhD here several years ago, I am now a Teaching Associate on the University's fantastic new Foundation Year; a course designed to support talented students who have been prevented from realising their potential due to educational disadvantage or disruption. I also have a pastoral role as an Undergraduate Tutor at Sidney Sussex College. **DR RUTH JACKSON**, CSA 2010



You never forget your first golden summer in Cambridge. The hot busy streets and the hush of College courts with their secret doors onto gardens in crowning bloom. Wending through it all the languorous Cam carrying its happy punters to their picnics beneath the trailing willow strands. Memories of the click of a mallet hitting a croquet ball, the amiable clink

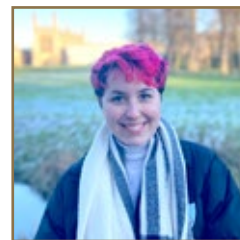
of glasses and the glimpse from atop the roof of King's College Chapel. Greater splendours still are the people you meet, the fellowship of the curious. Those who by calling, professional or not, are compelled to know more about the world and its ways. Sharing the attentive calm of the lecture hall, the labyrinthine library stacks or a candlelit conversation are the beginnings of new ideas, paths, and passions. Sometimes a summer in Cambridge leads to many more. Having joined the International Summer Programme as part of an exchange programme with my Australian university, I eventually returned for an MPhil and subsequently a(n almost finished) PhD in History at Peterhouse. This year I have also started working for Emmanuel College. Many friends, supervisions, lectures (some I've even given), books, trips to archives, dinners, Evensongs, croquet matches and thousands and thousands of words written (too many - I'm trying to cut them down presently) and summers past and gone, I still think of the first. A summer which opened the world for me, at Cambridge and beyond.

**DANIEL MCKAY, CSA 2018**



At many times, I've found myself organising a meeting or a congress and I recall the summer days in Cambridge. Getting hundreds of vets to move, sit, listen, eat and sleep at the right time and place seems every bit as challenging. I used the same meticulous approach to planning that I learnt from the Summer Schools. I often find myself with a team of willing, if not experienced,

helpers from a local university. I insist on them wearing a tomato-red t-shirt that I have had printed with the appropriate logo. I hear and understand their comments about wanting to pick their own clothes. Yet, I respond with no more than a menacing laugh. **GRAHAM BILBROUGH, CSA 1997-2000**



I began my summer work with the Institute of Continuing Education in 2021, shortly after graduating with my BA in Education at the University of Cambridge.

The International Summer Festival of Learning was entirely virtual, and over a period of several weeks I had the pleasure of meeting with

the team online, pairing up with fellow Cambridge Student Assistants to deliver Q&A sessions for the Pre-University students, and – mostly – carefully editing and captioning recordings of lectures. My colleagues spoke so fondly of the in-person Summer Programmes that I simply had to apply again the following year – and what a joy the summer of 2022 was! Meeting hundreds of people from around the world was truly incredible. From manning the fort in the evening plenaries, to setting up lecture theatres, to dining with the lovely students staying at Selwyn College and to running around College making sure everyone was catered to, the CSA role was challenging and fun. I was so lucky - the core team at ICE and my fellow CSAs were wonderful people to work with: kind, hilarious, and committed to delivering quality services.

I have many happy memories of this summer and feel privileged to have been a part of it. Additionally, it was through a conversation with James Gazzard before an evening plenary that I was put in touch with the Apprenticeships Team at ICE, who secured me a position with them as an Apprenticeships Administrator from September to now.

Ultimately, the Summer Programmes (and ICE more generally) are all about bringing people together in the spirit of shared learning. They enrich everyone involved. I am so thankful for my time there.

**EMMA LÉZÉ, CSA 2021/2022**

## Extra-curricular events: the social side... then and now

Despite a rigorous academic schedule of course sessions and plenary lectures, as well as hours needed for study and paper-writing, the International Summer Programme extends way beyond the purely academic. Classroom teaching is augmented on some programmes by field-trips and demonstrations. Suspended in 2021, because of the caution still needed about 'social distancing' wherever possible, we return this year to the ever-popular optional weekend excursions.

It was recognised as early as the 1920s that these vital elements of the Summer offering broaden the experience and enhance the enjoyment of the students on the programmes, forging friendships across nationalities and age-groups, and bringing to life the examples given in teaching rooms. In 2023, students can have weekend guided tours of Cambridge, and many will head variously for Ely and Oxburgh Hall, Windsor, and Stratford-upon-Avon to see *As You Like It*. Students will also take advantage of free weekends to explore Cambridge museums, galleries, Colleges, market and shops, or to venture farther afield.

The social and cultural aspects of the Summer Programme are and always have been very important, as comments from 1929 reveal:

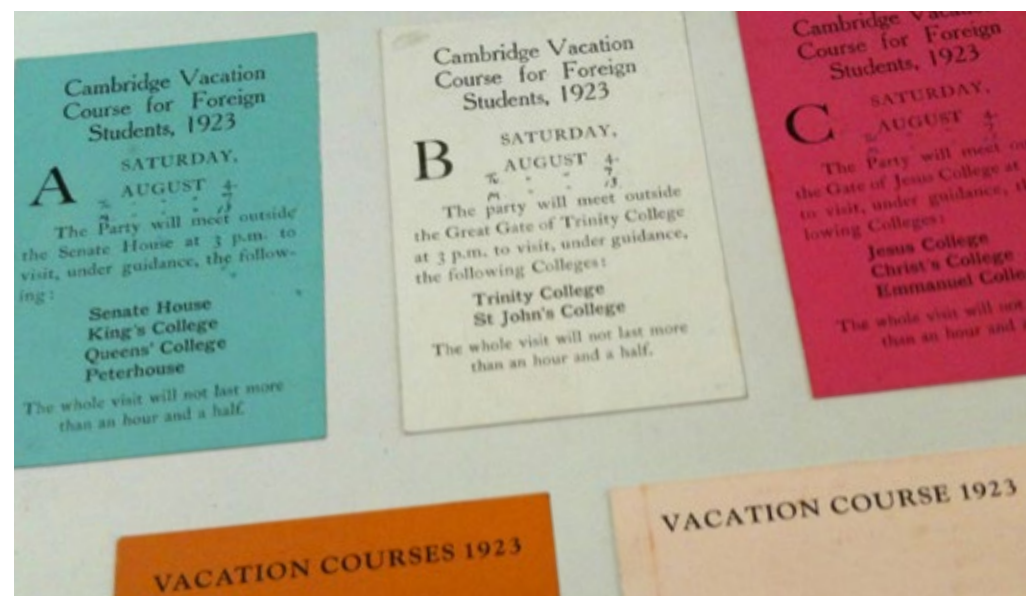
Usually the afternoons were passed out of doors. Sometimes there were visits to the Colleges under the guidance of a witty 'don' who pointed out the spot where Gray descended into a tub of water at Peterhouse, the rooms of Bacon or Byron at Trinity, or the lime trees immortalised by Tennyson. Then there were tennis, swimming and canoeing for the energetic'. He concluded: 'The library of Mr Pepys at Magdalene, or that of Trinity with all its famous associations, holds great fascination, but who could resist punting on the 'Backs', bicycling up to Grantchester, or tea in the rooms of an undergrad 'up for the long vacation'? [An American participant in 1929].

In the 1920s, the foundations had already been laid for a programme of concerts and theatre visits. The Summer Schools' concert programme has been particularly strong for many years. In 1998, the 75th Anniversary

Year was marked by the production of a CD, featuring music by Mozart, Haydn and Schubert performed by the Alberni String Quartet and Paul Lewis (pianist) in two of the four evening concerts. Concerts also included performances by harpsichordist Virginia Black and the very talented young members of the Harliono family.

For our 100th summer, evening events will include two concerts, as well as two big garden parties at our home base: Madingley Hall. These parties will bring together all of the students taking courses that week: Course Directors; Plenary Lecturers; academic, administrative and Strategic Committee colleagues from the Institute; and College and University contacts. We are keeping up a tradition of marking big anniversaries in this way, holding similar great parties in recognition of our 75th, 80th, 90th and 95th anniversaries as well as the millennium in 2000 and the University's 800th in 2009.

I have fond memories of my 2018 classics and philosophy classes. Afterwards, I carried on to Stratford-upon-Avon and then north to Hadrian's Wall. I visited the fantastic Hunterian Museum in Glasgow and then flew to Kirkwall. Finally, I took the ferry to the Shetlands, before later ending up in Edinburgh for the festival. I would love to join you all for the Centenary! We'll see. If I can't make it, please record my very best wishes from Down Under. **RODNEY GREAVES**, Australia (Classics and Philosophy, 2018)





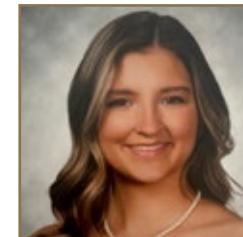
“Thanks to all who have made it so memorable to so many – for one hundred years!”

SUZY LANTZ

## Institutional contacts: the history of collaboration

Since the early years of active recruitment overseas, a substantial number of students have come to us via institutions, and we continue to welcome enquiries for potential group attendance from anywhere in the world. Every year we are approached by new institutions enquiring about collaboration. Some enquiries blossom into sizeable groups of students or long-standing partnerships. Some institutions advise their students, who then arrive as individuals. We look forward to receiving applications from our partner institutions and – in some cases – their representatives (accompanying faculty) every year. The longest unbroken link is with:

**Michigan State University (and James Madison College, MSU)**  
(since the early 1980s)



Summer 2022 at Cambridge was an amazing experience. I loved the course selection which gave me the opportunity to delve into courses outside of my major. Cambridge is not only a great academic institution, it's a beautiful city which I hope to return to some day soon.

**EVA LEVECKIS, USA, MSU student (Literature, Visual Art, Politics, Migration, 2022)**

Other institutions that have regularly sent groups in the past 20 or more years are marked \*\* in the list overleaf.

Over the past thirty-plus years, a tremendous number of institutions have been represented on the International Summer Programmes, by organised groups or by individuals. The list that follow are far from comprehensive:

## Students have attended from:

Aristotle U., Thessaloniki	George Mason U.	SUNY Rockland **
Ashoka U.	Hanyang U.	St Petersburg Junior
Australian National U.	Harvard College	College, FL
Baku State U.,	HKBU	Seoul National U.
Azerbaijan	Imperial, London	Simon Fraser U.
Beijing Foreign	ICU, Tokyo**	SMU, Singapore
Studies U.	Jagellonian U.,	Smith College
UC Berkeley	Krakow	Sorbonne
Freie U., Berlin	Johns Hopkins U.	Sofia U.
Boston College	Kazakh U. of	Tblisi State U., Georgia
Brenau U.	International	Technológico de
Broward C.C. College	Relations	Monterrey
California U.	Keio U.	Texas A&M
Pennsylvania	KCL	Turkmen Polytechnic
Canberra U, Australia	Kobe U.	Institute
Charles U., Prague	Loránd Eötvös U.	Valencia U.
Chinese U. Hong Kong	McGill	UCLA
City U. Hong Kong	MIT	Uzbek State U.
The Citadel	Michigan State U.	Waseda U.
Coimbra U.	MSSC	Washburn U.**
U. Complutense, Spain	Mongolian N.U.	Washington State U.**
Cook Honors College,	Montgomery	Wellesley College
IUP**	College**	Westchester C.C.
UCL	U. of New South Wales	Westminster College
Dalhousie U., Canada	Nevsky Institute,	Western Michigan
Durham	Russia	WUC, Seattle
Edith Cowan U.,	NYU	Yale
Australia	Northeastern U.**	Yerevan State U.
Erasmus U., Rotterdam	NUDT, China	
ETH, Zurich	Ohio State U.	
FIU	Oil Academy,	
Florida State U.	Azerbaijan	
Freiburg U.	PKU	
Friedrich-Schiller-	Pensacola State	
Universität	College	
Galatasaray U.,	PUCSP, Brazil	
Turkey	Queensland U.	

## And also from the Universities of:

Addis Ababa,	Hamburg	Oslo
Ethiopia	Heidelberg	Ottawa
Alberta	Helsinki	Oxford
Amsterdam	Hong Kong	Padua
Antioquia Colombia	Iceland	Paris, Sorbonne
Athens	Indiana	Presov
Barcelona	Innsbruck	Puerto Rico
Bogaziçi	Lahore	Seville
Bonn	Latvia	Southern Florida
Bordeaux II	Lausanne	Stockholm
British Columbia	Leeds	Sydney
Budapest	Leiden	Tartu
Buenos Aires	Łódź	Tel Aviv
Cape Town	Leuven/Louvain	Texas
Connecticut	Lund	Timisoara
Copenhagen	Macau	Tokyo
Cordoba	Madrid	Utah
Edinburgh	Mainz	Utrecht
Geneva	Maryland	Valladolid
Genoa	Melbourne	Verona
Gent	Monash	Vienna
Georgetown	Münster	The West Indies
Florida**	North Carolina, Chapel	Zurich
Gothenberg	Hill**	
Gottingen	North Florida	
Grenoble II	Oregon	...and many others

## New or recent institutions represented in 2023 include:

Indian Institute of Science Education and Research, Pune  
 Kyiv-Mohyla Academy  
 Kyiv School of Economics  
 Northwestern Polytechnical University, China  
 Tara Shevchenko National University of Kyiv  
 ULACIT (Latin American University for Science and Technology) Costa Rica

Many students have attended with support from grants from their own institutions (some of these are listed on pages 48–49). Other support includes – but is by no means limited to – bursaries from the Andalusia High School Scholarship Foundation, JUK and The English Speaking Union.

Many of our institutional contacts come year after year, and clearly enjoy the connection as much as we enjoy seeing them return:

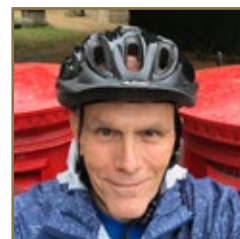


UICs at ICE (how's that for alphabet soup?)  
What a pleasure on so many levels to have the "job" of bringing a group of adult learners to the University of Cambridge International Summer School Program.

ISP makes it easy to recruit people who love to learn: from their registration for classes and accommodation to the final request for evaluations (which are taken seriously), every step students encounter is organized and accessible. I have been bringing groups of 10 – 20 since 2010 and each year gets better. The professors are noteworthy, the plenaries expanding, and the social interaction among people of many countries of many ages one of the best parts. The staff is good humored, well informed, and helpful, making all of what they do look effortless.

If the mark of excellence is returning students, then U Cambridge Summer School gets top marks. In fact, I have so many returning students who take the new people under their wings that I have decided to retire at last, turn my job over to others, and become a full time student myself. I can't wait to sit in those classrooms, walk into Cambridge, meet up with the group at the pub before dinner, and find time to slip away to Grantchester.

Even though the students I bring are adults, this program is life changing for many of them academically and socially. Thanks to all who have made it so memorable to so many – for one hundred years! **SUZY LANTZ**,  
Group Leader from Women's University Club, Seattle (2010-2022)

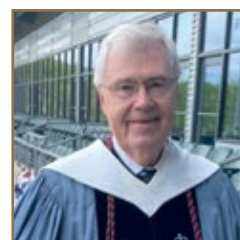


My experiences in the Cambridge summer program remain a hallmark of my professional and personal life. As a professor accompanying undergraduates to the program for almost 20 years, I watched my Florida students respond to the delights and challenges of the Cambridge program. As a lifelong learner, I chose to return to that idyllic place and walk in the same paths

as Virginia Woolf, E M Forster, Wittgenstein, Watson & Crick, and so many other literary, cultural, historic notables. I took courses mostly in literature but also in art and history. I'll not soon forget the summer that Stephen Hawking was a featured presenter, or the summer we all celebrated Darwin's 200th birthday. All teaching is offered by Cambridge professors so you can be sure of top notch, cutting edge, reflective and provocative course material and discussion. Living in College yourself, is like being dropped down in Harry Potter World, encountering the other 30 Colleges and gardens, browsing at the numerous bookshops, marveling at Kettle's Yard and the Fitzwilliam Museum, exploring the Cambridgeshire countryside on a bicycle, taking tea at Grantchester Orchard, beer with fish and chips at the Anchor Pub, a vindaloo at the Maharajah all make the Cambridge summer a memorable time. **BEN R WILEY**

(Faculty accompanying students: 1996-2014, attending Summers as a student of Literature in 2015, 2017 and 2019, and Festivals 2020, 2021)

As Director of the Cambridge Summer Study Program (CSSP) for 22 years, it was very gratifying for me to know that I made it possible for over 1500 Americans (average age 55 yrs old) to study with Cambridge faculty during the summer. **JOANN PAINTER**, CSSP Director (1986-2008)



For two decades Westchester Community College has had the privilege of sending a group of its Honors Students to the International Summer Programme at Cambridge University each summer and the students invariably refer to their experience as "life changing." It is not just the excellent quality of the instruction and broad selection

of course topics, it is the whole experience. Our students step out of their ordinary lives with all its responsibilities, stresses and obligations and are transported for two weeks into a world of medieval architecture, the Backs and the River Cam. They meet and interact with peers from dozens of

countries from around the globe in a safe environment under the watchful eyes of the caring and supportive staff of the Programme. Managing the recruiting, orienting and preparing of our students to go to Cambridge each year – which could be an administrative nightmare – is a pleasure because of the responsiveness, care and attention to detail of the Director of the Programme and her staff. This has been, and I hope will always be, a high point in the formal education of our students and I look forward to working with this programme in the years ahead. AD MULTOS ANNOS!

**DR JOHN FLYNN** (Director, Cambridge Summer Honors Programme, SUNY Westchester Community College since 2003)

## Student from a partner institution



I was a graduate student at The Johns Hopkins University in Baltimore, Maryland, which offers the opportunity to take the Summer Programme at Cambridge and reduce the Hopkins Master of Liberal Arts by one course. The Cambridge summer experience is highly rated and recommended via Johns Hopkins. There is a definite corollary between my experience

at the University of Cambridge Summer Programmes and my successful completion of a Master of Liberal Arts at Johns Hopkins. I am now on my way to achieving a Doctorate in Liberal Studies at the University of Memphis. **AARON LAMB**, USA, JHU (liberal arts courses, 2019)

## Our lifelong learners

For many years the core group of our Summer Programme audience every year was always traditional 'college-age' students, 19-25. The other third would be aged anywhere between 25 and 92. (We think our oldest student so far has been 94: we're happy to be corrected!) Increasing numbers of students aged 25-60 have come in recent years, as professional development in order to enhance their own teaching or learning in their current career, to experience a complete break from it by studying something new, or to return to a subject that always enthralled them.

We are always delighted to hear from adult students that our programmes have been of great benefit to them, in their mature studies, in their profession, or simply in their daily lives. (Some of the stories below show how directly a Summer Programme has led to further study in later life.)

Those who come to us aged 60+ are always welcome. We are delighted to see that many of our students have carried on well into their eighties and a few into their nineties. Often some of the sharpest minds in the room, and with a wealth of experience to share, these students bring valuable perspectives to the classroom. Inevitably, a few eventually reach the conclusion that they don't want to travel any more, but they are remembered fondly by fellow students and their Course Directors.

A good number who declare themselves 'mature students' will be back with us in 2023. People in all age groups have responded to our call for recollections.

During Science Summer School in 2011, I took a course from a famous mathematician whose book is a treasured part of my personal library. During one class, he was explaining a complex concept dealing with infinity. A thought struck me and I raised my hand. When the professor heard what I had to say, he said, "Now you are thinking like a mathematician!" I was thrilled because math is my hobby and I have studied it on my own for many years. By day, I am a novelist and a writing teacher. But for one moment at Cambridge, I was a mathematician.

**ROSEMARY AUBERT**, Canada (Science 2011 and 2013)

I am a physiotherapist, and after I retired I started studying English at the University of Bergen, Norway. When I had a year left of my studies, I felt the need to get more oral practice. Having seen a poster about the University of Cambridge International Summer Schools I decided to give it a try. That was in 2005, and after that I have returned 5 times. I think it is a fantastic way to spend part of the summer. It is a good opportunity to brush up the language at the same time as one learns something new about various topics.

Secondly I never get tired of Cambridge and the lovely walks along the river Cam. Staying at a historical College with beautiful and spacious gardens certainly also adds to the good experience. I should perhaps mention that when I first came I thought I would be the only “adult” student, but this was happily not so. In my experience classes where some of the students are older often have more interesting discussions! **RANDI SØRSDAL**, Norway (ISS II 2009-2019, 2022-2023)



## Fond memories of past students

Inevitably, over a 100-year history, the vast majority of those who have participated in the first 60 years will no longer be with us. With 700-1000 or so coming every year from the mid 1980s to the present, vast swathes of characters have joined us. We cannot possibly remember every student – especially those who were only able to join us once – and even some of the many Course Directors and Plenary speakers who have taught for us are hard to recollect after a few years have passed.

We do however, have a collective memory of many. Three ladies in their 80s – Marcelle Rueff from France, Gertrude Loewe from Germany and Ursula Rapp from Brazil – each came every year for many years, and were remembered as great characters by our teachers, Summer Programme staff and the College staff. The delightful Motoko Yamada from Japan has been attending for 30 years! The ever-optimistic and positive Barbara Willard came first to our programmes with her husband Ken, and continued to attend right up to the 2019. Barbara appeared in our promotional video, and, as a retired teacher, was one who really valued the programmes. She referred to them as ‘bicycling for the mind’.

The Summer School was my holiday home for six weeks of the Northern Summer every year for 20 years. Alas I have had to forego my travel indulgence as I have reached that certain age. To say that I shall miss my annual visits is true, but I shall never forget the pleasure I gained from the lectures, the socializing with friends from all over the world, the dinners in the College and the casual wanderings around that beautiful city. But more than all this I enjoyed the relationships I formed with the lecturers. My passion is Shakespeare. At Cambridge I was amongst the most talented Shakespeare scholars in the world and I had the opportunity not only to attend their lectures but to meet with them socially and enjoy their company. For that I shall be forever grateful. I am still teaching Shakespeare at the University of the Third Age. In doing so I am constantly reminded of those very special people who helped to form my appreciation of the works of WS. **REG GROUSE**, Australia (Literature/Shakespeare 1999-2008, 2010-11)

I have many wonderful memories of my 11 summers at the Summer School, but not being a writer I'm not really able to write down my feelings and experiences. However, as a modest contribution, I'm attaching a short poem written at the Orchard at Grantchester, in 2003.

### At the Orchard

Do you know the colour by which hope is depicted?  
It is the green, the colour the grass is painted.  
Do you know the colour for which peace appears in your eyes?  
It is the blue of the wandering skies.  
Do you know the colour of love and passion?  
It is the red, by which our blood is tinted.

And now, sitting in the Orchard  
Nature's green surrounds our bodies;  
While the sky's blue hovers on our heads.  
One colour is missing, and you know why.  
We sit in silence: "the perfect herald of joy."<sup>1</sup>  
We glance at each other in a strange way,  
We drink our tea, we smile, we rest.  
And our silence is full of many meanings.  
We close our eyes and then we hear  
The thousand words already said  
By better voices than ours.  
We hear the lines on love, emotions,  
Fear, joy, relations, life, attraction.  
And in our minds – better, in our hearts,  
This is the moment when the red appears.  
Is it a dream, or could it be real?

1. William Shakespeare – *Much Ado About Nothing*: Act 2, Scene 1 – 296

**LUIGI GIANNITRAPANI**, Italy (ISS I/Shakespeare/Literature 2001-2011, 2013-17, 2019) (17 summers)



"And now, sitting in the Orchard  
Nature's green surrounds our bodies;  
While the sky's blue hovers on our heads."

**LUIGI GIANNITRAPANI**

## Why choose *our* Summer Programmes?

We know people have a choice of Summer Programmes around the globe, and – of course – a choice of things they could do in their summer. One of the questions we asked was: 'Why did you choose to attend our Summer Programmes?' The range of responses included the selection below:

Experience over possession - the birthday present to myself in 2018 was to study Shakespeare at Cambridge, just for a week of *A Midsummer Night's Dream*. **LINDA KUO**, USA (Shakespeare, 2018)

To have a complete break from my normal life, learn something new and enjoy a fresh environment. **MICHAEL BURMESTER**, UK (Business Economics, Polar Challenges, 2022)

I wanted an experience that was like an exchange without the financial commitment to 6 months or a year away from home. I also wanted the prestige of attending Cambridge so when I found out about the ICE summer program I was ecstatic. **PORTIA MARGARET MARY CASH**, Tasmania (Ancient and Classical Worlds, 2019)

I had been looking forward to broadening my views by attending different learning institutions, and believed studying in a country opposite to where I live would be an enormous experience. And of course, Cambridge was always there on the top of my list, so when the time came to possibly attend – I took it in a heartbeat! **TANISHA MARIE MANTILLA CORDERO**, Puerto Rico (Literature, 2019)

I wish this experience to everyone who seeks a memorable and useful life-altering journey from a storied institution. I met so many that were perennial partakers of this program. One summer experience and you will see why as I did. I look forward to returning, but this time to diversify my education - academically and culturally - and to reminisce and capture the multi-faceted beauty the University of Cambridge has to offer. Thank you so very much. **AARON LAMB**, USA, JHU (liberal arts courses, 2019)

I chose to attend the Summer Programme because of its reputation for having high quality intellectual content taught by experienced and skillful lecturers, the Programme's reputation for attracting interesting and congenial people of all ages from all around the world, and because of the love I have for the atmosphere, history, and beauty of Cambridge.

**TERRY MACK GRUNDY**, USA (History/History of Science/Philosophy/Literature/Physics/Cosmology, 1995, 2009, 2022, 2023)

I was searching for educational opportunities which would allow relocating to a safe place from Kyiv as the war started. During my research, I have decided to take a chance and apply for this ICE Summer Programmes and was highly surprised by the quick response and unique opportunity to attend it. **EVELINA KOMARNYTSKA**, Ukraine (Business/Astronomy, 2022)

You are Cambridge. That is sufficient. **CARL BOND STEVENS**, USA (Literature, 2018)

## And why do the Course Directors do this...?

I think back to the numerous moving occasions when people have talked about their lives, their past achievements and challenges, of loves lost and friendships newly formed, and expressed real joy and gratitude for being here and making the most of the moment. Perhaps the memory that abides even more than all the others is of the faith that is renewed each year: the faith that here, at least, are people who still care about education, and still care about those who seek and share it, and still treat it as something that, rather than settling too snugly within the tall walls of academe, still belongs to, and serves, the bigger and broader community. **GRAHAM McCANN** (teaching 1986 to the present)

## A sense of place and inspiration

Living here, although we never take it for granted, we sometimes forget the impact that Cambridge has on those coming to our programme for the first time:



I did not expect the impact of the physical environment. Centuries of history landed on me and swept me back in time. I am a writer. My summer program experience provided the spark and momentum to write a novel.

**CARL BOND STEVENS, USA (Literature, 2018)**

The location. Ancient Colleges along the River Cam create the unique and fascinating landscape of Cambridge. Punting allows a different perspective to admire this spectacular architecture. I love 'crossing' bridges on foot. The thought of connecting the two worlds or transitioning from one terrain to another symbolizes an excitement of metamorphosis. **LINDA KUO, USA (Shakespeare, 2018)**

I don't remember how I found out about the programme all those years ago, but I remember the impression I had when I arrived: I was home. It is a happy place for me. Not just a place of learning, but where you find new friends while you walk in the spectacular landscape of the old colleges. **SIV ELISABETH HVEBERG, Norway (History, 1997, 2016-2022)**

It was lovely to experience student life, being taught by Cambridge lecturers and living in a College, including eating in those wonderful halls (Caius and Newnham). Newnham Hall was particularly inspiring as the location where Virginia Woolf delivered her speech that led to "A Room of One's Own", which we were made aware of during a tour with Dr Claire Nicholson. At Caius in 2014, I was allowed to use the library for writing my essay. I still often think of this magical place. **JUTTA STEINSEIFER-SZABO, Germany (Literature, 2014 and 2019)**

## Our own version of the 'Cambridge phenomenon'

For many, it is the combination of learning, friendships, place and experience that has such an impact. Students (and tutors) tell us that it is the Summer Programmes' version of the 'Cambridge phenomenon' which enriches their experience.

The greatest pleasure of teaching is the same thing as its point: sharing knowledge. In a context such as the Summer Programmes, that pleasure is further enhanced by the sheer enthusiasm of those who attend. It really is a privilege, any and every year, to meet people from so many different backgrounds, of so many different ages, and with so many different experiences, and connect with them about the things for which all of us care: ideas, conversation and community.

**DR GRAHAM McCANN (teaching 1986 to present)**



The programme is about 3 things: (1) the knowledge, (2) the place and (3) the people. Firstly, the programme is flexible and you can make your own choice of subjects that most interest you; moreover it's an opportunity to be in touch with cutting-edge knowledge from professors and researchers that are experts in their subjects. Secondly, to live in

Cambridge, to have the opportunity to do everything by walking or cycling is amazing; there are so many interesting places to go, and to go with the people from the course. Thirdly, the diversity of people is amazing, people from all over the world, (in my year that meant 48 countries) and from many backgrounds, scientific, business, arts, young people who just left undergrad, senior people, professionals, war refugees (Ukraine). The people are part of the learning and the experience - without them, the experience would still be fantastic, but incomplete. **LUIZ FELIPE CURSINO DE MOURA GUARNIERI, Brazil (Politics/Economics/History/Science, 2022)**

## First impressions

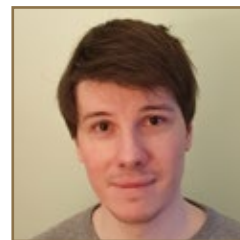
I was brimming with excitement as I boarded the train to Cambridge at Kings Cross Station in the summer of 1995. It was to be my first experience of the Summer Programme and I couldn't wait to begin. The taxi deposited me at Selwyn College, where I was to be staying. The welcoming porters directed me to my charmingly spartan corner room in an upper storey of an Old Court building. As I dropped my bag on the floor, an unexpected feeling of "being at home" flooded over me and the feeling lingered as I strolled around Old Court and into Selwyn's lovely gardens. Those of us staying at Selwyn quickly became a sort of temporary family, with members as diverse as a young rancher from Utah and a gloriously imperious French countess "of a certain age." What fun we all had and how quickly we were captivated by our courses, which we reported on fully at dinner while drinking excellent wine chosen by the countess! At the end of this magical time, we were quite reluctant to go. We realized that we'd been changed – broadened, deepened, enriched – and we left being sure that we'd return to Cambridge again someday.

**TERRY MACK GRUNDY, USA** (History/History of Science/Philosophy, Literature/Physics/Cosmology, 1995, 2009, 2022, 2023)



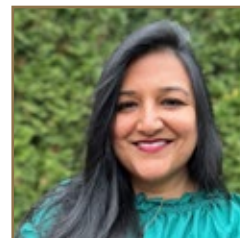
My first experience was just the delights of studying in Cambridge and discussing literature over dinner at the end of the day with people from every corner of the world. **ANDREW BRAMWELL, UK** (Literature 2019 and 2023 also studied ICE's Advanced Diplomas in Research Theory and Practice, and Research in the Arts)

The trip being my first time to Europe, I was exposed to different cultures, traditions, and how big the world actually is. **ANTHONY KURIA, Kenya** (Creative Writing, 2019)



On July 31 2016, I was in Cambridge, sitting in Lady Mitchell Hall and listening to a warm welcome speech, among people from all over the world, all passionate about knowledge. That was the beginning of my Summer Programme story as I have come for three consecutive years, always to pursue Shakespeare. Only now after a certain

period of time I probably fully understand how much I gained from that experience. In terms of professional growth, I was exposed to the charm of Shakespeare's art in a dozen courses, all exceptionally constructed and delivered - not to mention lectures and talks that topped the all-embracing exploration of the subject. On a personal level, I started new friendships having met beautiful people of such diverse backgrounds. I came to know a student from China, now a very close friend of mine, with whom I collaborated on a wide range of projects, and even delivered a joint paper at a Shakespearean conference in Cyprus! Yet still there was even more than that in those summer trips. The Programmes' harmonious approach to combining study with leisure, the excellence of Cambridge, the lamentable brevity of stays – all that made the whole experience very particular, something you never want to end while it lasts and always remember when it ends. **IVAN RYBKO, Russia** (Shakespeare, 2016-2018)



I enjoyed the program and the structure a lot. As an Anglophile, it was a treat to study English literature in the renowned Cambridge environment. Staying in the dorms, eating in the dining halls and exploring were all key to making new friends! **VANDANA AGRAWAL, USA** (Literature, 2019)

# Students' recollections of their teachers

We could fill volumes over the years with the comments students make about their teachers. Here are just a few, general and specific:



I've been pleasantly surprised to find that the Summer Programme faculty are more than willing to socialize with the students and that some of them have been willing to engage with me in intellectual and pedagogical projects. I've been very pleased that some ICE tutors have been willing to take under their wings some of my own students who can benefit from the kind and level of instruction the tutors are able to provide. **TERRY MACK GRUNDY, USA** (History/History of Science/Philosophy/Literature/Physics/Cosmology, 1995, 2009, 2022, 2023)

Dream it was! Pure intellectual vigor and philosophical inquisitiveness pairing sightings of the historical architecture and daily ritual of visiting charming neighborhood eateries for coffee, cream tea or a pub dinner, I could hardly stop whistling tunes of bliss. My professor for Hamlet, Dr Parker spoke in a powerful yet mellifluous vocal. His astute dissection of each essential soliloquy guided us through rich metaphors deriving a new level of understanding. My new found empathy toward Claudius also proves to be quite a self discovery. King Lear was another bleak yet rewarding journey. What could be more perfect listening to Dr. Suttie's pounding analysis on nature and justice in the rainy English weather? The dark matter only got darker. Our moments of enlightenment often brought both sighs and tears. **LINDA KUO, USA** (Shakespeare, 2018)

I found the content of my chosen courses challenging but not confusing. Both my lecturers Dr David Applin and Dr Peter Sheldon could not have been more accommodating and their subject knowledge was flawless. I will return to future Summer Programmes at Cambridge. It was a fantastic experience. **GRAEME MONIE, UK** (Biology, 2022, also a student on ICE's Undergraduate Certificate in Evolutionary Biology)



There were so many cultural extras, certainly the Shakespeare plays in the College gardens, but also wonderful music. In 2019, Prof Helen Cooper invited a singer to her lecture "Aeneas and his women" who sang "Dido's Lament" for us - an unforgettable moment. I also valued the academic discussions and being challenged by the lecturers to think critically. This turned into really hard work in Dr Jenny Bavidge's class on Jane Austen, where she encouraged any "non-Janeites" to come out (I turned out to be the only one in the class). I also much enjoyed Dr Charles Weiss' amusingly didactic lectures ("Have I got work to do."). **JUTTA STEINSEIFER-SZABO, Germany** (Literature, 2014 and 2019)



The professors were, by far, some of the best I have encountered and trust me, as an eternal student, I have had a fair few. Dr Catherine Alexander taught a Shakespeare class that forever changed the way I teach his plays. She was monumentally helpful. I also had a memorable poetry tutor named Clive. While I enjoyed his argument class immensely, what struck me most was that he managed to hunt me down and politely fuss at me for not taking his class again in the next session. "We need you in that class," he said. In that moment, I felt as though I belonged there. That single moment sums up my entire experience, from the classes and the professors, the friends and the grounds, the very town of Cambridge itself: it felt like I had come home. **LEIGH COCKRILL USA** (Literature, 2011)



## What the Summer Programmes meant to me

...It was the first chance for me to live away from home – the first chance for me to stand on my own – and the feeling of independence I gained from that summer has never left me. I traveled to Cambridge as a student from Montgomery College's Montgomery Scholars Program. Alongside our beloved Professor Furgol, twenty students ...[enrolled] in Cambridge's International Summer School. At the time, I was undecided on my major and was ecstatic to study various subjects abroad. I spent one month exploring all the nooks and crannies of the historic town, then another month backpacking through Europe.

Through those experiences I learned just how valuable travel was to the human psyche. Though I have since graduated from Montgomery College and am pursuing a Criminology & Criminal Justice Degree at The University of Maryland, those two months were some of the happiest times of my life. Not only did I rediscover myself, but I learned the value of true friends, open minds, and home-cooked meals. For me, Cambridge wasn't about term papers or grades – it was about challenging yourself to see the world through someone else's eyes. And let me tell you, the world has never looked so beautiful. **STEPHANIE WILLIAMS, USA (ISSI, 2009)**

Priceless lessons on how to become a better writer and the exposure I gained from being exposed to different cultures.

**ANTHONY KURIA, Kenya (Creative Writing, 2019)**

"For me, Cambridge was about growth. It was a chance to step outside my comfort zone and embrace cultures from around the world."

STEPHANIE WILLIAMS



A great experience which opened me to the world... My first Cambridge summer school in 1999 was supposed to be a one-off. 25 years later, I am still going to Cambridge every summer. I love the variety of subjects on offer. I really enjoyed the interdisciplinary programme in 1999, then moved to science, medieval studies, ancient worlds, history,

and interdisciplinary again... This led me to going back to university to study for a BSc in Geosciences and then a BA in Humanities. I have also developed an interest in international relations and geopolitics, which I am currently studying for a third degree and also are the subjects I will be studying at Cambridge in the summer of 2023. One of the bonuses of the summer programmes is to meet people from all over the world. Some of my best friends are from Australia, Canada, Germany, Italy, Japan, the Netherlands, New Zealand, Switzerland, the US...

It's had an impact on my career... I am now in charge of the international relations at work, and I am sure this would not have happened without the Cambridge summer programmes. **LAURENCE GHIER, France** (studying a great range of subjects, 1999 to the present)

## Coming back for more: our many 'Returners'!

We're delighted to reach new students every year, and equally delighted when their experience encourages some to come back another year. And a core group return, year after year. The longest continuous run of annual attendance is disputed. For some 20 years Gertrude Loewe (from Germany) and Marcelle Rueff (from France) held the record. This record has probably been broken by several since: Motoko Yamada, for one, has come most years since 1988. Laurence Ghier has attended every year since 1999, and there are many others with long records.

Many of their comments are included in other sections of this book, but here are a few, talking about the aspects of the programmes and the friendships that have encouraged them to keep coming back:



I dreaded leaving the River Cam and my new friends from all over the world. Leaning on my luggage and looking up at King's College while waiting for a taxi for the train station early on a Saturday morning, I knew my day of departure would have been one of the saddest days of my life did I not already know I **WOULD** be returning to Cambridge again the following summer. Since that summer, I have attended both the Literature

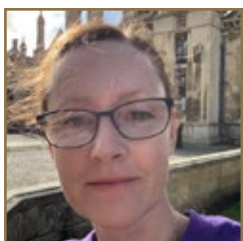
Summer School and the International Summer School, Term I in varying years. I have lived in Selwyn College, Newnham College and Clare College... Over the years I have made many new friends who share my interest in literature and summer enrichment programs. We enjoy reconnecting each summer and sharing both class and social times together. At the end of every summer I always hate to leave Cambridge, and immediately upon my arrival home I start anticipating the publication of the list of courses for the following summer... Although I am about 27 years older than when I first bravely attended a Cambridge summer school alone, I now know I never feel alone once I arrive in Cambridge. I have many friends and acquaintances there. My greatest dream at this point in my life is that I will be able to attend Cambridge summer schools for many years to come. What I have learned from these past experiences has enhanced my lifelong study of British Literature and has made me a more well-rounded citizen of the world. **KAROL OMLOR, USA (Literature, 1996-2023)**





I will focus my 'story' on the considerable number of essays (ten, nearly one per year) I've been able and supported to write on different Shakespeare plays, during this last decade of attending the ICE Summer programmes. When I reconsider them, evaluated and beautifully illustrated, I feel mixed sentiments of astonishment, rejuvenated

interest, pride and ... gratitude. Imagine: ten Shakespearian 'subjects' (plays) I had the fortune to study and to 'perform': by reading, acting, rehearsing, deeply enjoying while trying to communicate and share it all, thanks to the invaluable coaching of a perfect director. Wow! My ten essays [are] souvenirs of persons I had the fortune to interact with: Bill, the friend of a life; inspiring Tom, supportive Satomi, smiling Xiaochen, Lazzat and Kimberly; my 'cousin' in art, Romain; Helen and Ilana and Jasmine; Rick, Lynn, Chu, Michal. Each so perfectly human, and humane. And me with them: as Macbeth (Mine eyes are made the fools ...); as Gloucester and Lear, in reciprocating roles, with Bill (When the rain came to wet me once); as Jacques (All the world's a stage); as Old Capulet; as Prospero (We are such stuff...), as Feste, singing to Orsino and Viola. Wow!!! So, thanks my Cambridge friends; thank you dearest Vivien; thank you Sarah and your invaluable teams. Ad multos annos! **DOMENICO RONCONI, France** (Shakespeare, 2011 to the present)



I am sorry that I will not return to the Summer Programme this year. It is sad, as the programs over the years have given me so many fond memories, new friends, and so much knowledge. The reason, however, is a good one. I started my PhD in medieval history at Cambridge this last October and will spend the summer researching. I am nevertheless

spending the week with friends who are attending the programme. While they are following their courses, I will spend time at the University Library and possibly The National Archive. It is the programs over the years and the people in them who have guided me to the understanding that I wanted further studies in history. It was wonderful, and I wanted more. After an MSt in History from 2020 to 2022, I still wanted more. So here I am in the early phases of my PhD-studies. Best wishes  
**SIV ELISABETH HVEBERG, Norway** (History, 1997, 2016-2022)

## Changing perspectives

One of the things we hope to do during the Summer Programme each year is to offer people the chance to consider subjects and ideas from a new angle. Along the way, a summer of study with us can change perspectives. A number revealed it did just that:



My aim when I enrolled for the Summer Programme (mainly on History and Literature courses) was to learn about the past to better understand the present and to deepen my knowledge of Literature and English in an English-speaking multicultural environment. But it turned out to be much more. Discussing the reasons for the Rise and Fall of Empires in

the past, made me think about the reasons why, still today, men fight for domination and power. The underlying voice against male domination and the concern for a society that was inexorably being led to war again in Virginia Woolf's writing, just mirrored present gender inequalities and threats of as well as actual conflicts today. Man has evolved in many aspects but the fear of "the other" and the desire to dominate "the other" is the same today. At Cambridge, there were "many others" from different countries and cultures with a common goal: to learn and to meet, even make new friends with people who are different and help us see life from another perspective. Studying at Cambridge, led by highly-qualified academics and welcomed by a helpful and kind University team, meant new knowledge, new perspectives, new insights into human nature and the possibility of making new friends and bonding worldwide in peace. **GEORGINA VALDARETTO, Argentina** (History/ Literature. 2022)



I have met some great people and made friends with people from different backgrounds, cultures and religions. You connect with people and see them not through news media or social media or online. You actually get to see and hear their stories. You get to hear news and other information from a different perspective that is given through our news outlets.

**BARBARA LAMBERT, USA** (studying a great range of subjects, 2019, 2022 and 2023)

## Moving online: the Virtual Festival years

Setting up the first Virtual Festival in Summer 2020 at very short notice, with no experience and very little staffing resource was immensely challenging. The two Festivals that followed in 2021 were also very hard work, but comments like those below reward all of the effort:



Not only did I learn with the ICE Summer Programme but it gave me a springboard that helped me survive the Australian Covid lockdown. Let me explain.

I was a 60-year-old retired hospital pharmacist from Australia, with an inkling to become a creative writer. I had dabbled in three of ICE's online writing courses when I saw the summer program. Excited, I signed up and looked forward to coming to the UK. However, Covid got in the way and the summer school went online. I was disappointed but all was not lost and I decided to do all the creative writing units offered that year - double the workload from my home study in Australia. From here I had the confidence to step into the Certificate in Creative Writing: Creative Non-fiction and then the next year the Diploma in Creative Writing: Creative Non-fiction. Both the Certificate and Diploma were offered remotely, and doable from Australia.

From the 1st of June 2020, my state was in lockdown for 163 days and ICE creative writing courses kept me focused during that time. I live alone but flourished during Covid, keeping very busy and learning a new skill. Key to this was the online Summer Festival of Learning which springboarded me into becoming a creative writer. **JENNIFER WALKER-TEH**, Australia (ICE Online student, and Festival student, 2020, Certificate and Diploma student at ICE, 2021-2022)

## Re-visiting student life, later in their careers

I enjoyed seeing the teachers with the eyes of a student again (frightening in some way...), the evening lectures, the spectacular buildings and the landscape, and the food. **DR SUSANNE SCHERMANN**, Austria (Literature in 2016) (Now a Professor at Meiji University in Japan)

I have an MFA from Stanford University and an established career in product design. My profession continued pushing me to be a competitive business leader and yet at some point, I felt depleted. The Shakespeare Summer Study rekindled my yearning for knowledge and provided the perfect haven to ponder away before returning to work rejuvenated.

**LINDA KUO**, USA (Shakespeare, 2018)



The two weeks course was the first time that I went overseas to study. It was a fantastic and amazing experience for me (with more than 10 years working experiences in China). Due to my work schedule, I cannot afford full-time study. I think the Summer Programme in Cambridge offers a very practical and good choice for employees to refresh themselves after several years of working and without compromising too much time and working schedule. The trip to Cambridge in 2019 before Covid-19 broke out was the most valuable "annual leave" experience for me because I could enjoy the refreshment, learning, making new friends and embracing the different culture all in one stop. The people aged over 70+ still attending courses impressed me a lot! They are excellent examples of life-time learning.

**ANGIE CHEN SIYING**, China (Business, 2019)

I wish I had come years ago. I've always loved learning. I was not allowed to stay at school because of the culture at the time and always missed school. I didn't know there was a way back and always wondered how other people got good jobs which I would have liked, and how I could meet people of the same ilk. The impact of my short time of study changed my life, I made new friends, I gained confidence, I told my doctors who had never heard of summer school, and they were very interested. All three of my children went to university and they are proud of me and we often have discussions, they have taken me into their world. That's what Cambridge summer school has done for me. And I thank you. **DAWN BROOKE**, Guernsey, UK (Science, 2019)

Unlike many of my fellow students, I grew up near Cambridge. As a teenager I had punted on the Cam and I had heard stories from my Aunt and Uncles about life as a student there, but I would not have been clever enough to go there as an undergraduate myself. I wanted to kick start the writing of my memoir at the beginning of my retirement. I really enjoyed a taste of College life at Cambridge. My father and a few other family members attended as undergraduates and always talked to fondly of their time there. I felt privileged to get an inside view. It felt such a privilege to be within the gates of Newnham College where so many distinguished women had studied. My cousin said she was at Newnham at the same time as Emma Thompson, and that they had shared a kitchen. I may even have slept in the same room as one of them. The formal dinner was a highlight. ...the cultural melting pot was extremely enjoyable. **SOPHIE COCKROFT**, UK (Creative Writing, 2022, 2023)

## Helping with course and career choices

Over the years, the Summer Programmes have played a vital role in helping undergraduates increase their skills and confidence, and often help people to make decisions about their future field of study, and careers:



I remember this experience as the highlight of my time as an undergraduate student. Each course I took offered some kind of perspective I didn't have prior to participating in it, whether it was due to the Professor's insight, or the material given. There is no doubt that ICE contributed to me having a better grasp as to what my goals for the future are, and which academic path is the right one for me. **TANISHA MARIE MANTILLA CORDERO**, Puerto Rico (Literature, 2019)

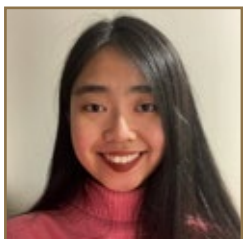
I got to expand my knowledge on areas that I wasn't confident with and decided to change my honours thesis because of it. I was so inspired by the professor of Egyptology that I decided to start taking classes in that area of study alongside my then current studies. I was opened up to a world of knowledge that I had previously [discounted]. **PORTIA MARGARET MARY CASH**, Tasmania (Ancient and Classical Worlds, 2019)

I enjoyed the seminars, the lectures, and the life as a student. I made new friends with whom I keep in touch even today, I learnt a lot about the English Legal system and how it works. We got to meet a Supreme Court Judge while we were there. The experience was amazing. It has helped me by improving my CV when telling everyone I have attended the University of Cambridge Summer Programme. **JOEL MEDVEDEFF**, Argentina (Law, 2018)



I enrolled in 2018 for the Summer Programme on English Law & Legal Methods. As a new mother (with a son, less than 2 years), working full time as a lawyer (albeit the work allows me to do it remotely), and focused on getting my legal qualification to practice as a solicitor in England & Wales, the Summer Programme gave me that opportunity to equip myself with the

legal knowledge I needed to boost my confidence in my preparation for the exam. That paid off when a few years later I indeed got my qualification as solicitor of England & Wales. While the course is brief, the mealtime socials allowed us to interact with people from across the globe, some of them I still connect with now. The various organized events gave us the participants opportunities to learn a lot of things beyond our enrolled courses. I am beyond happy and satisfied I participated. **MARISOL CANEJA**, UK (Law, 2018)



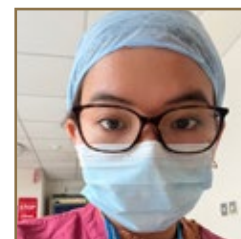
The Summer Programmes experience proved to be an enriching and transformative journey for me. It equipped me with valuable theoretical knowledge on the complex relationship between social media, politics, and their emerging societal challenges. These insights ignited my passion for digital human rights, particularly in the areas of digital fact-finding,

truth dissemination, and freedom of expression for both journalists and audiences in the social media era. Throughout the programmes, I received continuous support and encouragement from my summer school supervisor, Dr Calum Nicholson. His guidance, along with the mark of 72 on my essay, provided the motivation I needed to apply for an MPhil in Sociology (media and culture) at the University of Cambridge.

**JINQUAN LI**, UK (Politics/Social Media/International Migration, 2022)

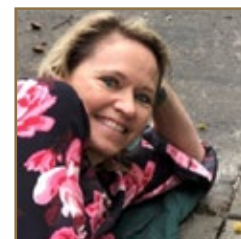
Attending the Summer Programmes meant for me a time out of time to do what I like best - reading/learning history - with people who share my passion for the subject. In the end, it also gave me the direction I had lost when I, in my wisdom at fourteen (!), decided not to study history as I had intended but rather to become a lawyer. I thought it would be enough to be a hobby historian and was terribly wrong, of course. My attendance at the summer schools made me remember where my heart truly lies. It didn't hurt that I got many new friends along the way and that I introduced old friends to the programme to share what I love best. I never dreamt that I would study history, and definitely not that I would do it at Cambridge. The summer school studies gave me inspiration, confidence, and a dream of further studies and a second career I didn't know I had. In October 2022 I started my PhD in History at Cambridge (part-time). I am still pinching my arm to see if it's a dream.

**SIV ELISABETH HVEBERG**, Norway (History, 1997, 2016-2022)



I managed to study the entrepreneurship course during the summer of 2018. I met with many like-minded entrepreneurs from all around the world. At the end of the course, I went back to my home country Myanmar after I finished my Master's degree and I was able to contribute the knowledge I gained from the course to the community, working for the startup I help to

set-up in the tele-healthcare industry. **K KTHWE SUNN**, Myanmar (Business and Entrepreneurship, 2018)



It has given me more knowledge to help with my undergraduate programmes at Cambridge. I haven't applied the knowledge on the job, but I feel it does give me an advantage with others. **SHERI MCAULIFFE BAXTER**, USA (2020-2022 and three Undergraduate Certificate courses at ICE: Medieval England, Early Medieval England and International Relations) (currently enrolled)

## What did you get out of your experience?



Getting to experience 'student life' again after such a long time was very nostalgic and refreshing. My experience was wholesome; from the accommodation, support from the team, dining options, teaching facilities and faculty. Every small detail was impeccably handled. Little wonder many students have chosen to return for decades running. I have

stayed in contact with new friends from India and China, both of whom are returning this summer. I have introduced friends to the programme as well and I hope to include the summer programme as part of my life learning portfolio. **FOLUKEMI AKINMEJI**, Nigeria (History/Foreign Policy/Philosophy, 2022)

The general experience of meeting so many well informed people from a wide variety of nations and academic interests. The whole experience has been life enhancing. The lectures were all of a very high standard. the accommodation and meals were all excellent. **MICHAEL REYNOLDS**, UK (Astronomy/Egyptology/Biotechnology, 2018-2020)

Lots of new thoughts and ideas, expanding my horizon, both during the formal teaching and in the informal discussions with fellow students. Gained confidence in academic writing in English (wrote an essay to get an idea whether I was ready to do an English Lit Bachelor with the OU). **JUTTA STEINSEIFER-SZABO**, Germany (Literature, 2014, 2019)

A realisation that I am still capable of intellectual discovery and enjoy it. **MICHAEL BURMESTER**, UK (Business Economics/Polar Challenges, 2022-2023)

## Tales of the unexpected



Several years ago I was on a Qantas flight in Australia heading home to Kununurra in Western Australia. In the Qantas magazine, I read an article about attending the Summer School at the University of Cambridge. Well, I had never been to university and I confess – I tore that article out of that magazine, and kept it tucked away for many years, both in my

house and in the back of my mind; until, in fact, January 2009, when I was planning an extended trip to England...I was planning to be away a whole year. But the only thing that I could think of that I really wanted to do was attend the International Summer School in Cambridge. To cut a long story short, I did go to Cambridge in 2009. I spent the whole of July in the town and attended the university, which was celebrating its 800th anniversary. I studied anthropology, education and literature. Even though there's no formal qualification at the end, just being there was reward enough. The ending of this story happened in 2010, though. I was fortunate to be able to attend the International Summer School again, this time for two weeks in August. In my class about Charles Dickens, I met a lovely lady called Emma from Sydney. She asked me how and why I first came to Cambridge. So I told her the story of reading the article in the Qantas magazine, and how I'd kept it for so many years, and how I'd finally got to Cambridge last year. She said: "I wrote that article!" For a moment I just stared at her but then realized what she'd said. We then of course were in absolute awe that after all these years, here we both were in Cambridge, Emma because she had written that article, and I because I'd read that article. It turns out that Emma is a free-lance writer. She had attended the International Summer School six or seven years ago, and had then written the article and sent it to the Qantas magazine. They printed it. The rest is history, leading us to meeting all these years later, once again at the University of Cambridge, and in the same class about Charles Dickens!

**SUE WILSON** [right], Australia (ISS I/II/History, 2009-2011)

**EMMA HALL** [left], Australia (ISS I/II/History/Medieval Studies/Literature, 2001-2003, 2007, 2009-2010, 2015-2016, 2018-2019)

## Launching the 100 Patrons+ campaign

Our brief has always been to cover all of our costs from fee income and we endeavour to keep costs to students as low as possible. We are aware that not everyone can afford to come, and we are always pleased to hear when students manage to find funding support from their own universities or other outside bodies. In some years, the Institute has been able to award a very small number of free or subsidised places from its own funds to students of high academic standing, but without the financial means to attend. With the help of the James Stuart Fund, we are now launching a 100 Patrons+ campaign to raise external funds for the future, to ensure that bursary places are available for many summers to come. Further details about this scheme appear on our website: [www.ice.cam.ac.uk/summer](http://www.ice.cam.ac.uk/summer)

If you are able to help, please do so.



## Support for Ukrainian students

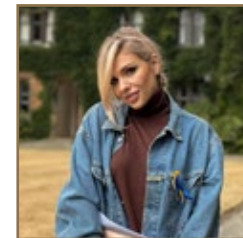
In 2022 we were honoured to be able to offer supported places to a small number of people from Ukraine:



Honestly, I was enjoying the best days in my life during this Programme. I have appreciated all the efforts from professors and their contributions to our study journey there. People, accommodation, our Friday dinners - it was great! During traditional dinners, I felt like I was in a movie. These memories will stay with me forever, I am sure. My dream is to bring

my kids in the future to study in Cambridge and spend the holidays by taking courses at the Summer Programme. The lectures tried to explain things that were difficult at first glance in a very accessible and simple way. And especially Astronomy and space science - gave the opportunity to plunge into a magical and scientific world at the same time.

**EVELINA KOMARNYTSKA**, Ukraine (Business/Astronomy, 2022)



The first thing I was impressed with - is living on my own in College. In Ukraine it is not common to be one per room, during my education in Ukraine there were 4 students in 1 room. Secondly - communication with people from all over the world, I didn't expect such an age gap, and it was very cool, because I found new friends. Thirdly - the level of education,

prepared information and tasks. I enjoyed it 100%. And every day practicing English. It was the greatest experience I've ever been through.

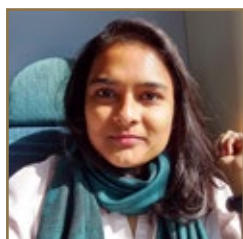
Everything surprised me, I was very scared at the beginning and didn't expect I would be able to enjoy everything 100% because of my fears.

But it was a fantastic 4 weeks! **ANASTASIIA SHEVCHUK**, Ukraine (Politics/Literature/Creative Writing, 2022)

## Our bursary students' stories

Over 220 people from more than 30 different countries benefited from the Scholarship scheme between 1990 and 2022. Student recipients of these bursaries have come from countries as diverse as Turkmenistan, Azerbaijan, Armenia, Colombia, Kazakhstan, Hungary, Uzbekistan, Kyrgyzstan, Estonia, Russia, Brazil, India, Kenya, Ghana, Syria and Ukraine. A number of former recipients have kindly shared their experience of receiving a bursary, and the impact of that opportunity on their career with us. We publish excerpts from their stories below and other stories appear elsewhere in this booklet, and on the website.

I can authoritatively say that the knowledge I gathered there made me become a better writer, journalist and communicator. Moreover, after being thrust into a culture that appreciates the Arts, I saw the opportunities available for short story writers even here in Africa. For instance, the tutors encouraged me to submit my work for competitions and awards like the Caine Prize for Africa Writing and others like the Morland Writing Scholarships. **ANTHONY KURIA, Kenya (Creative Writing, 2019)**



My experience at Cambridge, studying Art and Visual Culture as a scholarship student, was nothing short of a life-time experience. From exploring the University Campus, visiting several galleries and museums, taking classes on diverse subjects pertaining to arts and architecture, to meeting an eclectic bunch of people, the two weeks were delightful. At the time I was in the early stage of my doctoral research. Over the two weeks of our course, we virtually and physically traversed centuries as also tangibly engaged with museum artefacts. From reading Erwin Panofsky and Abbot Suger on Gothic Architecture to exploring Prehistoric art at the local galleries, it was an enriching academic experience. In hindsight, today on the verge of submitting my doctoral thesis, I realise that the discussions through the programme helped in broadening my thinking capacities. In addition to the course work, the entire staff at ICE strived to make our time in Cambridge a memorable one through the evening meet-ups, dinner chats and attending to our silliest of queries. I am immensely grateful to ICE for the memorable stay at Cambridge. **SWAPNA JOSHIS, India (Art and Visual Culture, 2019)**



I can never think of my time at the University of Cambridge Summer Programme as two weeks: even during its course, the fortnight felt like an entire term—what with four academic modules, plenary sessions every day, stimulating conversations alongside elaborate breakfasts and dinners, and a weekend trip to Ely and Oxburgh, and to Stratford-upon-Avon to catch the 2019 RSC production of *Measure for Measure*. A feast to all senses and faculties. I was enrolled in the 'Shakespeare and Renaissance' programme. I can never forget Vivien Heilbron's acting module on *The Winter's Tale*: it was there I revived my tryst with theatre, and learnt yet again how much performance relies on close-reading. I have recalled Dr Paul Suttie's observations about the manipulations wrought on historical fact in playwriting in my own creative and critical work with drama. And the sonnets we perused in his other module persist in being just the right examples with which to think the politics of love and desire. No doubt this experience was formative to the itinerary of my studies: I'm currently pursuing a master's degree in Early Modern English, specifically focusing on drama, at the University of Oxford. But the summer programme has remained inspiring for demonstrating that the non-opportunities of one's history may not be obstacles to pursue critical engagement in a university space—if, of course, we are committed to make infrastructures possible. Enrolling students of different ages, employments, and cultural backgrounds, the programme and the scholarship are in that important way enabling. **VIGHNESH HAMPAPURA, India (Shakespeare, 2019)**

**Bursaries in 2023 will be awarded to students from the UK, Costa Rica, India and Ukraine.**

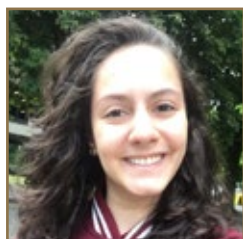
## On study, achievement and passion for new subjects



Not sure what to expect, and a little nervous, I enrolled for a Shakespeare course in 2018. As well as meeting like-minded people, and staying in a college founded 675 years ago, I wanted to set myself some challenges. Friends thought I was mad when I told them I'd committed to writing two long essays on *Hamlet* and *King Lear*.

The reading, making notes, formulating ideas confirmed my interest in further academic study. The tutorials, lectures and evening events were exciting, stimulating and so much fun. Staff ensured we were welcomed and felt valued. And, of course, Cambridge is a magical place with its historic heritage, gorgeous gardens and seductive shops. There was no doubt I would return in 2019. The summer schools changed my life. As a result, I met many like-minded people, one of whom became a lifelong friend, went on to study for an MA, and embarked on a new career as a writer with work published in national magazines. Thank you, ICE.

**GAYLE WOOD, UK (Shakespeare, 2018-2019)**



The Science Summer Programme was a game changer in my life, it allowed me to review my priorities in my studies and make the decision to start doing research in astrophysics. Ever since I've fallen in love with the area and decided to follow a path in that area. Therefore, after finishing engineering I'll be doing a Bachelor's in Physics and pursuing an academic career.

If it wasn't for the program maybe I would've never found my passion.

**LAURA GUIMARÃES NOVAES, Brazil (Science, 2019)**



I've always wanted to explore subjects related to the course which I'm studying in university back home (i.e. Medicine). The Summer Programme at Cambridge offered courses that aligned perfectly with my interests. Most importantly, the wide variety of lectures, seminars and talks available for participants in one of the best universities were the few reasons which I found

irresistible. I was able to be challenged in the way I think about different subject matters; and most importantly the program developed my ability to learn independently whilst I prepare for the option essay component to evaluate my understanding. Attending the Summer Programme was the first step for me to venture beyond my own subject field that I study in university. I wasn't learning for the sake of examinations or anything, but purely to broaden my perspectives and develop knowledge in a related subject matter. I've realized just how fun, exciting and life-changing active learning can be. **CHUN-YI TSENG, Taiwan (Science, 2019)**

When I received the information about the Summer Programme in February 2022, I was studying for an Undergraduate Certificate in Evolutionary Biology at ICE. I could not believe what I was reading and I wanted to attend right away. To think that I could actually study and stay in a Cambridge College at Cambridge University, I applied straight away. My stay at Queens' College and the overall Summer Programme experience, greatly influenced me to study for an Undergraduate Diploma in Evolutionary Biology this year in 2023. I discovered that I wanted to continue studying with ICE. Having successfully completed an undergraduate certificate course in June 2022, on returning from the Summer Programme, I signed up for an undergraduate diploma course which I started in Oct 2022 and which finishes in June 2023.

**GRAEME MONIE, UK (Biology 2022, also a student in ICE's Undergraduate Certificate in Evolutionary Biology)**



“The three ISP summers have changed my trajectory, happiness, and appreciation of learning.”

MAGDALENA SCHOENEICH

I found new friends from all over the world that I have stayed in touch with and who became my ‘brain trust,’ courage to pursue the topics I wasn’t sure I would be able to, elevate my academic skills to the point where I felt confident to apply for a graduate degree. The journey also led me to reevaluate what I want to do, look at my career, and get to talk about it with the best minds in the world... The three ISP summers have changed my trajectory, happiness, and appreciation of learning... they not only opened the doors to the previously mentioned part-time MSt programmes here at Cambridge... because of all the experiences, learnings, and support, in October, I will be starting a full-time postgraduate programme/research in Masters in Education at the University of Oxford. **MAGDALENA SCHOENEICH**, USA/Poland (History 2018, Literature 2019, Summer Programme 2022, 2023)



Throughout my educational and professional career I was told I couldn’t write texts. It made me avoid writing and social sciences. Instead I found refuge in music and maths. Only after the age of 30, I got to understand I was gifted with dyslexia. The Summer Programmes allowed me to unwrap what was hidden by that. I felt encouraged and invited to explore and think.

I signed up for evaluation of essays and wrote my first essays ever. And in the three years I participated, I discovered a new passion in social sciences, confidence in writing and how dyslexia can be a gift as well: in reading, writing and other academic work. In 2020 I applied for to do a Masters in Social Innovation and this year I will graduate. Besides all the friends I made throughout the journey, the Summer Programmes led to a new chapter in my personal and professional life in many ways. Applying and participating in the Summer Programmes was one of the best decisions I made in years. **DAPHNE WASSINK**, Netherlands (Politics/Philosophy/Art History, 2017-2019, 2023)

My interest in art in general soon focused on medieval art in particular. Each piece of work has a story to tell thru the figures and, almost more importantly, the colors that are used. This opened an entirely new world for me. It led me to see medieval art work and art work in general from a different focus. Based on my studies of medieval art and history I wrote a novel, ‘The Unseen Hand,’ exploring how faith influences even the lives of the disbelievers. **MOIRA FEINSILVER**, Israel (Art History/Medieval Studies/Literature on 13 occasions between 2002 and 2018)

## On learning for life



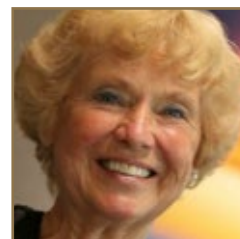
As a mature aged scholar, I think I discovered that what I knew was valuable, but that I also had the capacity to still learn without being intimidated by the lecture theatre environment filled with mainly younger students. I realised I could interact with others who were more than half my age, and learn from them - especially in this digital age. In addition, I realised that my

experience was of interest to them also, and that we all had something to contribute towards our group discussions, projects and assignments. The course I selected offered me a chance to refresh some of my knowledge, learn and upskill in areas I knew little about, plus work with fellow students who taught me as much as I taught them. The best decision I ever made was to study at Cambridge for the 2 weeks of my Summer Programme course. My course-mates still keep in touch - for almost 5 years now. We celebrate our fellow students' achievements, whether they are work/study related or in their personal lives. We are still a family. **LEEANNE MORIARTY, Australia (Business and Entrepreneurship, 2018)**

I felt that I had been studying at Cambridge University for years. I have never felt more at home in an educational environment. I can honestly say that it was one of the most relaxing and rewarding weeks of my life. It has inspired me to continue learning for the rest of my life and I aim to return to study at ICE after my current course ends in 2023.

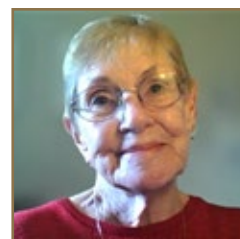
**GRAEME MONIE, UK (Biology 2022, also a student in ICE's Undergraduate Certificate in Evolutionary Biology)**

I chose to take part in Summer Programme because of my passion about Shakespeare, but actually I work in a completely different area. I'm too old to be a student, but this experience was satisfying because it was a challenge and I was so happy when I realised that I could write something decent in English and especially about Shakespeare. I stayed in Cambridge only 7 days, but I will always remember those days as ones of the happiest of my life. **ELENA MARCACCINI, Italy (Shakespeare, 2019)**



I am not a traditional student. I completed my undergrad in Business Management in my 30's, a Masters in my 40's and a Doctorate in Business Administration in my 70's. Throughout this time, I have had a successful career that continues. Why stop? The opportunity to study at Cambridge is like a capstone to my academic experiences. The courses are relevant and rich.

My peers remain amazed that age is only a number, not a barrier to lifelong learning. **DR ESTLE HARLAN, USA, (International Relations/Business 2018, 2019, 2022)**



I'd earned an Americorps\*VISTA grant that could go to any university that would accept Pell Grants. I was 73, had a couple of Masters Degrees, loved England and learned University of Cambridge International Summer School would accept my Pell Grant. I learned that hanging out with Charles Dickens, Queen Victoria, Henry VIII and Napoleon takes

a lot of energy... and pondering Picasso's Guernica can be draining, indeed. Mostly, I remember the meals!

I exhibited unusual dining habits as well, as never managed to wield a knife and fork in the English manner, no matter how hard I tried. But I learned that my lifelong love of learning never fades.

**THERESA J ELDERS, USA (Literature/History, 2010-11)**

Yes, the programme is clear proof that it is never too late to learn - I had a wonderful student in her 90s who told me at the end of the course "You know, I never thought I liked the Bloomsbury Group and I took the course to see if it was really true. Well, it wasn't! I am fascinated now and plan to go to a Bloomsbury art exhibition next week." **DR CLAIRE NICHOLSON, UK (teaching on the programmes for 8 years)**



“Listen! I must tell you about the wonderful people that I met ...”

SEÁN McDONAGH

## On friendships

Listen! I must tell you about the wonderful people that I met at History and Medieval at the Cambridge Summer School which I have been attending for seven years. I am not referring to the students who are an interesting international group of mixed ages and opinions and amongst whom I have made many enduring friendships. Nor am I referring to the Lecturers – some of the best in the world in one of the best Summer Schools in the world – including people like David Smith, John Morrill, Richard Rex, Seán Lang, Jonathan Steinberg and the many superb guest Lecturers who present the daily guest lectures. No! The wonderful people I have in mind include the Tudor family whom I have met and got to know, one by one, over my Summers in Cambridge, from Henry VII to Elizabeth.

I have spent an exhausting but exciting Summer in Cambridge in the company of Louis XIV and Oliver Cromwell! Wow! I have met and spent time with the Castro Brothers and Allende and Pinochet. I have met the Stewarts over the years from James I and VI to Mary and Anne, in some ways even a more interesting family than the Tudors. I have spent Summers in the company of the founders of modern Europe. Last Summer I met and admired the authors of the Magna Carta. I also met the Anglo-Saxons and changed my opinion of them in their favour. You meet wonderful people and change your opinions at the History and Medieval courses of the Cambridge Summer School. (One year at Cambridge I even met James Joyce. Now that’s a dodgy character!) **SEÁN McDONAGH**, Ireland (History/Literature/Medieval Studies, 2005-18, 2022-23)

So much to say. My courses were outstanding, especially Dr Wimbush and Dr Moore. My biggest surprise was making a group of new friends; every evening we met and discussed classes. I was able to immerse myself in the centuries of history. Four years later that has not faded. **CARL BOND STEVENS**, USA (Literature, 2018)



Books read and shared together are much more fun than reading them on my own. That's why I went back to Cambridge Summer Programmes consecutively for 3 years.

Friendships that I have made there are something that I will always treasure. There are friends that I know from 2017 and 2018

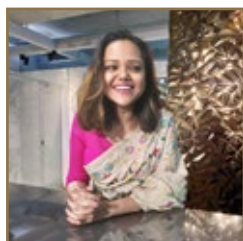
that we still keep in touch. For one group of friends, we even kept in touch via Zoom in 2020 when we couldn't go to Cambridge. We truly lamented that Cambridge Summer Programmes had to cancel due to the Pandemic. I am privileged also to be able to make friends with 1-2 professors. They are most charming persons and I continue to write to them. And the closing dinner at the end of the programme was a wonderful closure for everyone. We mingled together as a group and with the teaching staff. It was lots of fun. **PRISCILLA TAN**, Singapore (Literature, 2017-2019)

I struggle to put it into words but the experience was eye-opening and life changing. I had never been out of the country before and had never thought I would be able to study at such an esteemed university. Not only did I learn so much from my courses and professors but I met lifelong friends. My time at Cambridge was filled with a sense of wonder and joy. The program and university was the apex of everything I loved, a place brimming with knowledge and literary history. I was in awe from the first time I arrived to years later when I took family back to visit. I am still honored that I was able to study there and learn. I still remain in close contact with the friends from around the world that I made there, who are doing remarkable things. I still feel connected to my time there, even though it was short. **BRIANNA ROBINSON**, USA (Literature, 2011)

I commenced my course wondering if I was out of my depth and too 'old' to be there. But my fears evaporated as soon as I sat down in the lecture theatre. Surrounded by younger students, I was immediately made to feel welcome. New friendships had started to be formed. During the 2 weeks of the course, my friendships with my fellow students developed into me being a sounding board for some of their personal or entrepreneurial concerns or role play in a mock interviews (as the interviewer) for others - and this was in my own time! Meanwhile, they patiently taught me about technology and the digital world - which I desperately needed. I was even asked to join a 'skit' performed for the class by a small group of students...revealing my hidden dance talents! In the end, I felt embraced and was able to flourish in my course, due to my classmates. On the last night, to be greeted with an overwhelming cheer as I, finally, joined them for a farewell drink at the bar, made me realise I had friends for life. Thank you Cambridge University! **LEEANNE MORIARTY**, Australia (Business and Entrepreneurship, 2018)



## On personal growth and awareness



I discovered a few things about myself that has surprised me. As I had been working for a couple of years, I thought it was not in me anymore to be a student. I thought I no longer had the patience or perseverance to learn something completely new or something that does not directly benefit my career. The Summer Programme experience proved me wrong - I learnt that not only I still enjoyed learning, I actually craved discourses where people can interact and grow. My learning curve had not yet plateaued - there was still room in my already-crowded brain to absorb more knowledge. **MALIHA AHMED**, Bangladesh (Ancient History/Architecture, 2019)



Whilst the courses were rich and interesting, it was important for me to be among like-minded people who were interested in different areas. During breaks there was the opportunity to meet people from different fields – from physicists who are interested in politics to journalists studying polar science. The main advantage of this program is that you can open the door to the study of different disciplines, some of which may have always been closed to you. You can learn more about your hobby, or maybe find a new area of interest for yourself. New acquaintances, lectures on socially important topics, heated discussions and an open atmosphere created an unforgettable summer for me - new information, discussions, new acquaintances from all over the world, new friends, thoughts and ideas. It was important for me to know that students and professors can communicate as equals. It was interesting to discuss each other's cultural characteristics and break down prejudices and stereotypes. This program took me out of my comfort zone and showed how everything in this world is interconnected - be it the ideas of people from different countries or information in different scientific fields. **POLINA POGANOVSKA**, Ukraine (Geology/The Art of Science, 2022)

## What surprised me...

We asked people what they discovered as a result of attending the Summer Programmes that surprised them:

[I learned] that learning has no age limit and that everyone brings something to the table regardless of age, sex, gender, religion, (dis)ability and race. You discover the world through a different lens and see life very differently. **FOLUKEMI AKINMEJI**, Nigeria (History/Foreign Policy/Philosophy, 2022)

There were topics I didn't think I was that interested in, but I went to the plenary lectures last summer and found myself enthralled by psychology, art, and philosophy. **SHERI MCAULIFFE BAXTER**, USA (2020-2022 and three Undergraduate Certificate courses at ICE: Medieval England/Early Medieval England/ International Relations) (currently enrolled)

I was surprised by how much I enjoyed the plenary sessions on other subjects. I also enjoyed the unfurling stories of the other participants. **SOPHIE COCKROFT**, UK (Creative Writing, 2022, 2023)

How alike we are in our common humanity: though we come from all over the world, the world of books and literature can provide a common thread to our lives. **BEN R WILEY**, USA (Faculty accompanying students: 1996-2014, attending as a student - Literature, 2015, 2017, 2019, Festivals, 2020, 2021)

I learned as much from my classmates as from my professors. I have discovered that I really love history and politics. I have achieved the goal of learning something about immunology and infection and have incorporated that into my teaching of epidemiology in the USA. **YANG CAI**, USA (History/Science, 2022)

Quite off topic, but scones are really delicious in England... The Orchard Café is wonderful. **DR SUSANNE SCHERMANN**, Austria (now a Professor at Meiji University in Japan, (Literature, 2016)

I was surprised about his openness and willingness to cooperate in the future from Andrew Hatcher - Cambridge entrepreneur, advisor and investor. As I returned back to Ukraine, we have organised an intensive Online Webinar for Ukrainian entrepreneurs and startups. I am really thankful for this chance and opportunity! We had 60 registered participants at this educational event. **EVELINA KOMARNYTSKA**, Ukraine (Business/Astronomy, 2022)

I did like the moment when, after a lecture about the postwar decolonisation process a student came up and said he'd found it very interesting, adding, "I was defence minister at the time..." For me, it is always enlightening to hear how events and people are viewed in different parts of the world and to give people a taste of how things they are familiar with are viewed here. After a course on the American Revolution an American student came up to me and said "You've almost convinced me the British were right - almost!" **DR SEÁN LANG**, UK (teaching on the programmes for over 20 years)

## And what continues to surprise us...

The discovery of the many facets of Rex Walford's 'other life' (page 101) is a reminder that our short summer interactions with both academics and students only ever reveals the 'tip of the iceberg'. Over the years, we have (at first, unknowingly) engaged as our tutors and speakers, on wholly different academic subjects, people with other strings to their bow – variously - two former ballet dancers, an expert on Marilyn Monroe, a former England rugby player, a Canon, a Crown Calligrapher, several actors, playwrights, musicians, artists and model-maker for 'Spitting Image'.

Equally fascinating are the backgrounds of our students: here to study, but in their 'other lives' they might be a member of the Icelandic parliament, an Australian sheep farmer, a Princess, a heart surgeon, a gynaecologist, a voice coach, an author, a teacher, a lawyer, a home-maker or carer, an artist, a ballet instructor ... or, indeed, anything else!

## Changing the world, one summer at a time

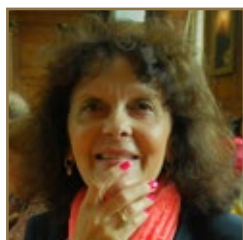
Throughout our history, the combination of the quality of the teaching, the engagement of our students, the environment and the sense of community have given the Summer Programmes their own special atmosphere, which in many cases leaves a deep and lasting impression. We hope that they promote tolerance and understanding, teach people to accept and appreciate the perceptions of others, and the hope is always that they can change lives for the better. Such values have never been more important. One Summer debate topic in the 1920s was 'that the world is better than it used to be'. We asked in 2013 whether this was the case, and 10 years on, in a world struggling with a global climate of unrest, there are many reasons to shake our heads. Every year we watch doors and minds opening, friendships beginning and re-kindling, people changing for the better. If changing the world one person at a time can help, then our Summer Programmes can, perhaps, make a contribution.

# A life-changing experience for our students

We applaud the courage and generosity of those who shared personal glimpses as to why our programmes have genuinely contributed to their lives. Here are a few of their stories:



September 2021 to May 2022 was a particularly tough period in my life. It covered the diagnosis and treatment of prostate cancer by radio therapy and hormone treatment coupled with Covid positive isolation over Christmas. With that successfully conquered, I believed that life had much still to offer. Being in my late seventies, I was determined to prove to myself that I was fit mentally and physically. A week at summer school seemed the ideal opportunity. I chose one subject from my career, business economics, and an unknown subject that intrigued me, polar challenges. My fellow students in economics were a fair bit younger than me but that was no problem. Nerves were stilled on the first morning as the subject was familiar and my questions were acknowledged as sound. The afternoon sessions on polar challenges enjoyed a wider spread of ages as did the plenaries. Residing in College for the week, I was able to enjoy discussions over dinner and in town bars later on with those whom I had met earlier in the day. Looking back, it was the perfect way to leave those health problems behind. I am returning in 2023. **MICHAEL BURMESTER, UK** (Business Economics/Polar Challenges, 2022-2023)



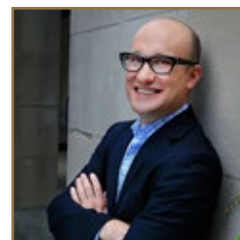
It is not an exaggeration to say that my various Cambridge experiences have changed my life and given me intellectually and emotionally the most rewarding times of my life. Cambridge is the place where I have built up long-lasting friendships. During the Covid19 pandemic and successive lockdowns I turned to short online courses either with ICE Cambridge or in the framework of the Virtual Festivals of Learning. As I could work at my own pace within the comfort of my house, I decided to have a try at creative writing. I did life writing with Derek Niemann and

short story writing with Sarah Burton. This came as a revelation to me. Once again Cambridge University supported me at a pivotal time in my life. I am really considering doing a master's degree in creative writing when I can afford it. Becoming a writer appeals to me. This might be the next step after being a devoted teacher for a very long time. Cambridge has made me proud of myself and I am so grateful for that.

**MARTINE LEMAIRE, Belgium, (taking many different Summer Programme and Summer Festival courses, 2010-2023)**



Before my attendance I had been obsessed with the idea of nothingness... with empty feelings and nothing to live for. However, my attendances started to erase these negative feelings in me and started to help with my job of teaching English at college and university level. Intellectual curiosity began to grow in myself. There are so many things in this world that you don't know. Why you are here in this world? Is your life your own and nothing else? Or is there something else that may persuade you of your existence? As for myself I have no clear answer, but there are too many things unknown to me to leave this world. "No need to worry about my life but God knows better." Now my intellectual curiosity is the leading backbone of my life. **MOTOKO YAMADA, Japan (Literature/Medieval/Science, 1988-2022, 23 times over 35 years!)**



It is not an exaggeration to say that the Medieval Studies Summer School changed my life. I discovered the program in the Spring of 2004 while I was a full-time Latin teacher at a high school in New Jersey. I had always been interested in the Middle Ages, but I had committed to a different career. The Medieval Studies Summer School changed everything. The excellent lectures (given by top scholars from around the UK and around the world) rekindled my love for the Middle Ages and, before I knew it, I found myself applying to Cambridge to study Medieval Music. My application met with success and, by the fall of 2005, I was returning to Cambridge to take a doctoral degree under the direction of Professor

Susan Rankin with the support of a Gates Cambridge Scholarship. To study the Middle Ages at Cambridge was once-in-a-lifetime experience and it all began in the Summer School. With my Cambridge PhD now complete, today, serve as Associate Professor (with tenure) and Associate Chair of the Department of Music at the College of the Holy Cross, in Worcester, Massachusetts and co-Editor of "Plainsong & Medieval Music," the journal of the Plainsong and Medieval Music Society. I owe my new career - indeed, my new life - to the Medieval Studies Summer School at Cambridge. I had a very good life as a Latin teacher in New Jersey, but to spend one's days researching and teaching Medieval Music is a privilege I wouldn't trade for anything! **DR DANIEL DICENSO, USA (Medieval, 2004)**

## And a life-changing experience for some of our lecturers!



Without exaggerating, teaching for ICE changed the course of my career. I started teaching for ICE as a postdoc in summer 2015. Teaching a summer course made me realise how much I valued science communication, and how much more I enjoyed teaching compared to research! As a result I left my postdoc position in 2017 to take up my current role running the

university's astronomy outreach program. I seem to have stumbled into my dream job, and it all started with ICE! **DR MATT BOTHWELL, UK** (teaching on the programmes since 2015)

## In memoriam – fond memories of past lecturers

In the past 15 years, though, we have been saddened to lose a number of wonderful Course Directors and Plenary speakers well before their time.

These include but are not limited to the following: Dr David Weigall was a larger than life figure who taught politics. Dr James Malpas taught Scandinavian art. Dr Edwina Burness taught literature. Dr Carola Hicks taught art history. Dr Mike Majerus shared his passion for ladybirds – who turn out to be an entirely inappropriate role-model as the emblem for a children's books publisher. Professor Peter Lipton spoke eloquently on the philosophy of science. Dr John Jackson gave clear and unbiased explanations to classes and plenary audiences on such difficult subjects as the Troubles in Northern Ireland and conflict in the Middle East. Dr Sian Griffiths, ever elegant and erudite, was a favourite teacher of history and the visual arts. Professor Eric Grove was a distinguished naval historian who was very often seen on documentaries about past and current naval warfare, but came every year for many years to teach courses for us, too. Dr Frederick Baker – spending his life between Cambridge and Austria – was a gentle speaker on all things film. Dr Patrick Harding shared his lifelong passion for trees and fungi with Continuing Education students over a period of 40 years. Dr Rex Walford taught drama and music, and gave splendid talks on the mysteries of cricket. We often know only one side of our teacher's lives, and sometimes only find out the breadth of their impact and influence at their passing: Rex Walford's magnificent funeral in Ely was attended by 1,000 of his family, friends, colleagues and students, from a huge range of backgrounds.

They are all greatly missed.

# Courses and Course Directors, Summer 2023

## 10-SESSION COURSES IN WEEKS 1 AND 2

British politics and political thought, 1600 to the present Dr Graham McCann  
The Making of the Modern Middle East Rupert Wallace  
Shakespeare: *The Merchant of Venice*, *Hamlet* and *Othello* Simon Browne  
Understanding poetry Dr John Lennard  
Philosophy of mind: the nature of conscious experience Dr Jon Phelan  
A history of Britain in 10 art objects: the 17th century Dr Lydia Hamlett  
The reigns of Charles I (1625-49) and Charles II (1660-85) Dr David Smith  
Greek and Roman epic heroes: Achilles, Odysseus and Aeneas Dr Charlie Weiss  
Immunology and infection: a beginner's guide Dr Tom Monie  
An introduction to the psychology of mental health conditions Dr John Lawson  
Small worlds: an introduction to microbiology Dr Ashraf Zarkan  
Understanding marketing Andrew Hatcher  
An introduction to Women and Gender Studies Dr Anna Cieslik  
Shelley's *Frankenstein* and Stevenson's *Jekyll and Hyde*: science and psychology in 19th-century fiction Ulrike Horstmann-Guthrie  
Europe's Age of Revolution, 1774-1849 Dr Seán Lang  
How nanobiotechnology is revolutionising healthcare Dr Iris Batalha  
The business of turning ideas into reality Andrew Hatcher  
War, peace and intervention Dr Peter Dixon  
Writing non-fiction: Lives - past and present Derek Niemann  
Writing fiction for children Dr Pippa Goodhart

## 5-SESSION COURSES IN WEEK 1

Social media's global challenge Dr Calum Nicholson  
Texts that didn't make it into the Bible Dr Jane McLarty  
Northern Lights: the art of Scandinavia Dr Jan Cox  
Bloody Mary: reassessing England's first queen Dr Jessica Sharkey  
The Minoans: the first European civilisation? Dr Anna Simandiraki-Grimshaw  
An introduction to international business Dr Sooter Nomhwange  
International development: past, present and future Dr Calum Nicholson  
Yeats: 'a terrible beauty is born' Simon Browne  
Philosophy of literature: cognitive and moral value Dr Jon Phelan

The great survivors: unravelling the story of the English parish church

Richard Halsey

Other ways to be modern: modernism and its alternatives in 20th-century

British art Dr Michael Clegg

Constable and Turner: two great innovative artists Dr Jan Cox

The Inca achievement Dr Nicholas James

The Mycenaeans: Greece in the making Dr Anna Simandiraki-Grimshaw

An introduction to AI and Ethics Dr Maya Indira Ganesh

The essentials of astronomy Dr Matthew Bothwell

Entrepreneurship: focusing on valuation of companies and intangible assets

Dr Fernando Da Cruz Vasconcellos

## 5-SESSION COURSES IN WEEK 2

Jane Austen's *Emma* Ulrike Horstmann-Guthrie

Development of the British monarchy Dr Seán Lang

The landscape history of Britain Dr Nicholas James

Exciting cells: fundamentals of neurobiology Professor Matthew Mason

An introduction to business economics Dr Sooter Nomhwange

An introduction to the Bloomsbury group Dr Claire Nicholson

Entering Dante's dark wood: an introduction to the *Inferno* Dr Scott Annett

Immortality and eternity: different conceptions of the Afterlife Dr Alex Carter

Portraits in Tudor England Dr Christina Faraday

From removal to reservations: Native American history, 1830-80 Dr Ian Chambers

Unexpected pasts: Ancient discoveries that should not exist Dr Matthew Symonds

Rediscovering Ancient Egypt and Egyptology Dr Nigel Strudwick

The importance of conservation science Dr Ed Turner

Earth's climate history Dr Morag Hunter

The age of power: science and globalisation in the 18th century Dr Patricia Fara

Social policy in the 21st century Massimo Beber

## 10-SESSION COURSES IN WEEKS 3 AND 4

World order under stress Sir Tony Brenton

The Brontës Dr Jenny Bavidge

Shakespeare's Troublesome Endings Dr John Lennard

Poets, painters and musicians in Shakespeare's England Dr Christina Faraday

India and Britain - the years of Empire Dr Seán Lang

Medievalism: The once and future text Dr Lotte Reinbold

An introduction to animal behaviour Dr Paul Elliott

Understanding our planet Dr Morag Hunter

The pillars of business success: key considerations Ken Dickson

Transforming society: politics, economics and social policy in the UK

Dr Nigel Kettley

A *Midsummer Night's Dream* in performance Vivien Heilbron

Modern paintings and the sense of place Jo Rhymer

Fit for a King – royal geographical and architectural statements Caroline Holmes

Rome and China Dr Nicholas James

Our Universe: what we think we know Dr Robin Catchpole

"Building back better": economic growth, stability, and fairness Massimo Beber

Creative writing made easy Menna van Praag

Writing that elusive novel or novella Dr Elizabeth Speller

### 5-SESSION COURSES IN WEEK 3

The leap in the dark: Britain, reform and democracy in the 19th century

Dr Graham McCann

British politics: inside the 'black box' Dr Carina O'Reilly

The fantastic world of Ovid's *Metamorphoses* Dr Charlie Weiss

Mortality and mercy in *Measure for Measure* Dr Paul Suttie

Meanings in medieval art Dr Miriam Gill

Countryside and country living in the 18th century Dr Matthew Neal

Russia after Stalin: from Krushchev to Putin Dr Jon Davis

Bede and his world Professor Michelle Brown

Introduction to cell biology and precision medicine Dr Detina Zalli

Foundations of finance Doug Williamson

The 1990s: making the post-Cold War world Dr Jon Davis

Criminal minds? A crash course in explaining crime Dr Carina O'Reilly

Three great British fantasists: Lewis Carroll, Mervyn Peake,

JRR Tolkien Dr John Lennard

21st-century tales: the short story now Dr Jenny Bavidge

Charles Dickens: *Great Expectations* Clive Wilmer

Character and action in *Julius Caesar* Dr Paul Suttie

South African Wars: Zulus, Boers and British Dr Seán Lang

English politics and culture in the 18th century Dr Matthew Neal

Five English Cathedrals Dr Francis Woodman

The land of Arthur: South-West Britain, crucible of Celtic  
and Anglo-Saxon relations Professor Michelle Brown

The science of happiness Dr Detina Zalli

Practical finance Doug Williamson

### 5-SESSION COURSES IN WEEK 4

Space: governance, colonisation or weaponisation? Janelle Harrier-Wilson

International development: past, present and future Dr Calum Nicholson

Civilising war? Human rights and the contemporary law  
of armed conflict Toby Fenwick

Performing a soliloquy Vivien Heilbron

The art of looking slowly Jo Rhymer

Popular culture in Ancient Rome Dr Jerry Toner

The flowering of the Middle Ages: Europe, 1300-1500 Professor Nigel Saul

The catastrophic 14th century Professor Mark Bailey

Evolutionary biology Dr David Applin

Making sense of international migration Dr Calum Nicholson

The use of force: the legality of war as a tool of policy before and after  
the UN Charter Toby Fenwick

Reading Virginia Woolf: *A Room of One's Own* and *To the Lighthouse*

Dr Claire Nicholson

Vaulting Ambition: *The Tragedy of Macbeth* Clive Wilmer

Traders, abolitionists and campaigners - Britain and slavery, 1700-1900

Dr Seán Lang

Courts and Court Life in Europe in the late Middle Ages Professor Nigel Saul

Five Renaissance cities Dr Sarah Pearson

The Golden Age of French Gothic architecture Dr Francis Woodman

Understanding life: evidence from the fossil record Dr Peter Sheldon

Cryptography: unlocking the future Dr James Grime



# Thanks and Acknowledgements

With thanks again to all of those who have helped in the compilation and preparation of the 90th Anniversary booklet, which provided some of the source material for this 100th one: the staff of the University Library; Elizabeth Stratton (College Archivist, Selwyn); Frieda Midgley (College Archivist, Newnham); Hannah Westall (Archivist, Girton College); Sheila Mann; Sue Pemberton and the staff of the Institute of Continuing Education, Madingley Hall.

## International Summer Programmes team 2023:

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**EMMA WHYBROW**, Head of Academic Centre Administration

**SUZZY KÜHNE**, Academic Centre Coordinator

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**JESSICA CHAN**, Academic Centre Administrator

**LYNN BARR**, Academic Centre Administrator

**AMELIA MICHAEL**, Academic Centre Administrator

**ELLA DUNNE**, Academic Centre Administrator (on maternity leave)

## Notes

1. Twenty-third Annual Report on the Local Lectures, Local Examinations and Lectures Syndicate, University of Cambridge, 1896.
2. Fifty-first Annual Report on the Local Lectures, Local Examinations and Lectures Syndicate, University of Cambridge, 1924.
3. Fiftieth Annual Report on the Local Lectures, Local Examinations and Lectures Syndicate, University of Cambridge, 1923.
4. Cambridge Daily News, 25 August 1925, CUL University Archives BEMS 14/12.
5. Girton College Library and Archive, GCPP Tillyard 1/1/34-36pt, courtesy of The Mistress and Fellows, Girton College Cambridge.
6. Thirteenth Annual Report, Board of Extra-Mural Studies, University of Cambridge, 1937.
7. Fifteenth Annual Report, Board of Extra-Mural Studies, University of Cambridge, 1939.
8. Phillips, A (ed.) 1988, *A Newnham Anthology*. Cambridge, Newnham College, p165.
9. Phillips, A (ed.) 1988, *A Newnham Anthology*. Cambridge, Newnham College, p162.
10. Selwyn College Archives, SEPP/MAC/10 "Selwyn Halfway" – Memories of Andrew "Mac" McEldowney.
11. Selwyn College Archives, SEPH/5/8 Frank Harrison Woodward Album (1904-1994, SE1923).

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